Initiating and Administering Guidance Services

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FOR SECONDARY EDUCATION

INITIATING AND ADMINISTERING *Guidance* SERVICES

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1953

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Foreword

My primary concern over the past twenty years has been in helping prepare large numbers of teachers to fulfill their responsibilities as teachers, and as teacher-counselors. From this group of experienced professional workers I have further aided in the selection and development of those who might become more specialized in the performance of guidance services, and in the training of others for such responsibilities. More recently, however, I have sensed the extreme importance of helping school administrators to initiate, improve, extend, and supervise these essential parts of the educational program identified as guidance services. The two earlier volumes in this series, *Guidance Talks to Teachers*, and *Chats With Teachers About Counseling,* were addressed to teachers. This book is written particularly for principals and superintendents. At times, the level of competence in the field of guidance of members of school faculties is above that which is possible under present administrative procedures. No worthwhile program of guidance services can thrive or even exist long without the sympathetic understanding and encouragement of the school administrators. It is hoped that this volume will aid in promoting such understanding and assistance.

The idea for this endeavor was conceived in the spring of 1951. During that summer it was my privilege to have as students in my classes at Northwestern University more than one hundred teachers, principals, and superintendents of schools. I tried out some of these ideas on them, and they furnished illustrations of good and bad practices from their own experiences. Miss Aurelia Davis graciously assisted me with this task. I wish to include all the names and members of this group, for I believe that I learned from them, as well as they from me. We were all concerned with *Initiating and Administering Guidance Services.*

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CHAPTER ONE

An Organized Program of Guidance Services

Nearly every elementary and secondary school in the country is engaging in some form of guidance activity. Good teachers everywhere have always done some of the things which are a part of an organized program of guidance services. But to strengthen and extend the services in many schools and communities, the next step is for the administrator to think through and implement an integrated plan for that particular school and community. These discussions should provide valuable suggestions to him in the discharge of this responsibility.

An administrator who wants to provide his school with an adequate guidance plan, should first take inventory of what is now being offered in his school and community. The purpose of this book is to assist him in making such an accounting, to aid him in improving the present services, and to help him in initiating those found to be lacking.

An administrator has three primary tasks in initiating and carrying on a desirable program of the six essential guidance services. These are:

1. Proper initiation of the guidance program.
2. Adequate in-service education of faculty and staff.
3. Securing approval by the public of the program of guidance services.

Each of these topics briefly introduced here, will be the subject of chapters two through four inclusive.

Each of the six elements in an organized guidance program will be introduced briefly in this chapter and then each will be the entire theme of a chapter, five through ten. These six elements or services are:

1. Pre-admission and orientation services.
2. Individual study services.
3. A program of counseling services.
4. The supplying of educational and vocational information.
5. Group activities to promote personal and social growth.
6. A program of placement and follow-up services.

The discussion of each of these six elements, will be centered around suggested practices which have proven successful in actual situations. No administrator should attempt to adopt any of these methods in toto, but he can make an intelligent adaptation of many of them to his own situation. When the author had to choose between unique illustrations which might work in a relatively few schools and communities, and those with possible wider applications, he invariably chose the latter.

I The Administrator Initiating a Guidance Program

A high school in a community of about twenty-five hundred people in an agricultural and small industrial

section of a mid-western state, has a normal enrollment of about one hundred seventy-five pupils. The staff consists of eight teachers and a principal.

The only guidance service this school has had has been the individual, and often incidental, aid that the teachers have given in conducting their classes. However, the principal is cognizant of the fact that there is a definite need for an organized program. He has been reluctant to "push" a guidance program because of rather adverse conditions present in the school. Overloaded teachers, lack of funds, and a rather limited curriculum have deterred him. However, when the school board promised to add another teacher to the faculty for the next year, the principal decided to attend a neighboring university during the summer. His paramount purpose was to obtain further information concerning organizing a guidance program. He had spoken casually of a guidance program with most of the members of the faculty at one time or another. The majority of them showed some interest in and saw the need for such a program. The mathematics teacher, a man, seemed particularly enthusiastic about the idea, and because of this, the principal had suggested that he might profit by taking a guidance course at summer school. The suggestion was favorably received and this teacher planned to take such a course while continuing his study of mathematics.

When school opened in the fall the principal was anxious and enthusiastic about beginning a guidance program. His summer work had increased his knowledge of guidance, and he felt sure that he could get a program started. He knew that he would have to "sell" some of his ideas to the faculty, and that he must set objectives which were attainable. He also realized that in starting a program existing guidance services should be recog-

nized and utilized. His first move did much to secure the cooperation of his faculty. He obtained permission from the school board to dismiss school at 2:45 on Wednesday afternoons thus providing school time for faculty meetings and individual guidance work.

At the first faculty meeting, the principal set the stage for the program. He told how the records of the pupils had been kept. These records were concerned with parental background, school grades, courses pursued, and activity interests displayed by the pupil. He then pointed out the contributions that each faculty member was making, either knowingly or unknowingly, in the guidance field. For example, he showed how the vocational agriculture teacher worked carefully with individual students in his classes. Each boy had a home project and throughout the supervision of this project the teacher gave much personal guidance and effective occupational information pertaining to agriculture. He also suggested some ways for improving areas he believed to be in most critical need of attention. At this first staff meeting, the principal obtained wholehearted support from the majority of his faculty.

At the next faculty meeting, each teacher was asked to tell what he thought he could contribute to the guidance program. The principal had told them in advance to be prepared with this information. Most of the teachers felt that any help they could give the guidance service would be in a realm related to their own teaching fields. The mathematics teacher expressed a desire for more free time for individual counseling. Then the principal presented a plan, incorporating the suggestions expressed by the teachers, for a better organization of the guidance facilities in the school. He said that he would become a temporary counselor, and that the load of the mathe-

matics teacher could be lightened one class a day for beginning counseling activities. Ultimately each counselor was to have approximately one period per day for counseling seventy-five pupils. Every teacher was made responsible for gathering further information for the individual inventories of the pupils. Successive staff meetings would be devoted to helping teachers learn how to gather such information. The English teacher was to have each pupil write an autobiography and these would be made available to the whole faculty. Another teacher who had had a course in testing was made responsible for interpreting and posting the results of the standardized tests which were to be given. Each teacher was assured ready access to the records of the pupils. The principal told of arrangements he had made with a guidance instructor at the neighboring university to look over the high school's program and offer suggestions for its improvement. In closing the meeting, the principal emphasized that only reasonable or attainable goals should be sought, pointing out that a guidance program must grow in the school itself, and not be a transplantation.

II The In-Service Education of Faculty and Staff

For a guidance program to work effectively it must be a cooperative effort. In order for it to be a cooperative effort, every person with whom the child has any association must be cognizant of the possibilities of guidance services. The teacher must certainly have a knowledge of the entire program. In most school systems, only a few if any, of the faculty have had guidance training. Hence an in-service program in guidance is a necessity. The remainder of this discussion will be directed to the

inauguration of an in-service program in a high school of about 600 students, operating under the teacher-counselor plan.

Before any in-service program can be started, there must be a recognized need for such a program on the part of those who are to participate in it. If this need is evident, the stimulation for the in-service program will come from the teachers, but if it is not, then it is the responsibility of the administrator to show in some way that an in-service program in guidance will be of value. The administration should assume the major responsibility for organizing and facilitating an in-service training program.

Some of the principles an administrator should consider in inaugurating such a program are:

(1) The administration should participate actively in planning the program as well as assuming the major responsibility.

(2) Start with the guidance problems the faculty members think are important.

(3) Begin at a point consistent with their present degree of guidance training.

(4) The program should be built on the interests of teachers when this is possible.

(5) Faculty members should participate in planning the program.

(6) Desirable as well as undesirable practices now being carried on in school should be considered.

(7) In-service training should be held during the regular school day as often as possible.

(8) The program should parallel the daily duties of staff whenever possible.

(9) The program should provide for continuous professional growth of the staff.

(10) The program should be continuous and not spasmodic.

Some suggestions for general activities for an in-service program are:

(1) Inter-school visits, to see how things are being done in other schools.

(2) Surveys to reveal the nature of students' problems, interests, and needs as they themselves see them.

(3) Survey of graduates and "drop outs" to aid in determining the effectiveness of guidance services.

(4) Grade-level teacher meetings to decide on problems of a specific group such as sophomores.

(5) Case-conferences where interested faculty members study one case intensively.

(6) Extension courses offered at the local school if enough teachers are interested. (If school is near a college or university such arrangements could probably be made.)

(7) Workshops with capable resource persons as leaders.

(8) Establishing a good professional library.

(9) Provision of a travel budget to allow for at least a part of teachers' expenses to special institutes or conferences.

(10) The preparation and distribution of teachers' bulletins on pertinent guidance topics.

III The Public and the Program of Guidance Services

In addition to teachers there are four groups in society that must be reached by a public relations program; the tax-payer, the student, the parent, and the potential employer. The backing of each group is needed if the guidance function is to be successfully executed. It must be remembered that the guidance department should be concerned not with itself alone but also with interpreting the entire school program to the public whenever possible.

Because a guidance program costs money and the tax-payer is the source of that revenue, he must be influenced to support such a program. Undoubtedly the most effective way to win his approval is to show him how the guidance program helps mold the best type of citizen for his community. Basically such a realization must be brought about by the production of this kind of citizen. However, steps must be taken to show the part played by the school as a whole and the guidance department in particular in the citizen-building process. Use of the press and the radio often help to produce guidance awareness on the part of the tax-paying public. Dramatizations, panel discussions, research reports, general articles and "news bits" all can be utilized to that end.

The student must understand and aid the guidance program if he is to use it intelligently. He should be shown its value for him and how he can best capitalize on the services offered by it. Early orientation regarding the guidance services offered by the school is a good means of fostering a beginning understanding of its purpose. A guidance handbook giving the necessary information to facilitate the student's use of the guidance serv-

ices is helpful. An assembly concerning guidance services may also be effective. It should be the object of the counselor to make himself and the program known to the new students at the beginning of the year. They are then immediately conscious of the services available to them, and at a time when they are most receptive to the help the counselor can give them. Their parents will also learn early in the year about the guidance program at the school.

A satisfied and enthusiastic child is the best recommendation of the program and supplies a strong factor in securing the backing of the parent. And the parent's support and understanding of the objectives of guidance are essential if the work begun in the school is to take effect outside of the school. The P.T.A. is a medium for the guidance education of parents. In Chicago a program was planned in which dramatization, lecture, and films were employed to illustrate and explain the guidance services provided by the Chicago Public School System. The three-way or parent-counselor interview is another excellent public relations medium because it brings parents into a working relationship with the guidance program. A third device is the bulletin, handbook, or news letter published periodically for the home in which pertinent guidance information is set forth. Such literature should emphasize the responsibility of both parent and student and outline concrete procedures to be followed.

The employer must become acquainted with the guidance program, particularly in its vocational aspects, because it is to him that the school must "sell" its "product." Direct, business-like contact between the vocational counselor and the employer is the best means of fostering good relations. However, a demonstration of the school's program of testing, vocational information, and coun-

seling programs should be helpful too. The school that uses referral counseling or that brings in speakers for career conferences has an additional contact with the employers of the community.

IV. Pre-Admission and Orientation Services

In introducing this topic attention will be directed only to providing these services in a small four-year high school of 250 students. In Chapter V consideration will be given to other levels of education and to schools of other sizes.

Pre-admission services, of course, take place before the new class enters the high school and have as their major objective the creation of favorable general attitudes toward, and a general understanding of the new school by entering students.

In this specific example pre-admission services begin several months before eighth grade promotion exercises in the local elementary school. The last four issues of the high school newspaper are given to each eighth grade student free of charge. Each issue devotes a certain section to the eighth grade students. The first issue of the series, for example, may extend a greeting or invitation to the promotees to attend the high school. The second issue may continue the invitation and be in the form of an editorial advising students on the advantages of attending high school. The third issue may contain an article, written by a freshman, relating some of the experiences he had when he first started high school. This article would have as its major purpose the dissemination of information about the high school through the experiences of a student who has been in high school

for only a short time. It should be written by a freshman who is well known to the eighth grade students and it should point out experiences which they might anticipate upon entering high school. The fourth and last of the series can be a "goodbye, see you next fall" type of article.

Another pre-admission service conducted in the school is a planned half-day trip to the high school in April. The Student Council is in charge and serves as hosts to the visiting eighth graders. The sixty or so visitors are divided into smaller groups and visit classrooms in regular session. An afternoon assembly gives students an opportunity to hear talks by teachers and students representing various activities in the high school. Students are also offered the opportunity to ask questions that might arise as a result of the tour and talks.

A brief testing program is carried on in the elementary school for these eighth graders a short time later. After the results of the tests are obtained, the principal, who is also the counselor for freshman, talks with eighth graders individually, and conducts a preliminary registration for the fall term.

The last pre-admission service consists of extending a final and personal invitation to the incoming freshmen on eighth grade promotion night. The invitation, in the form of a short talk, is made by the president of the freshman class. This calls to the attention of the parents who are present the necessity for continuing one's education.

What has always been referred to as final registration day for freshmen in September is now termed Freshman Day. On this day, students are divided into advisory groups, and they have an opportunity to modify or alter the preliminary registration made in the spring. In an assembly program the freshman counselor distributes the

Freshman Handbooks, and helps answer questions still remaining in the minds of the new students.

The handbook contains information concerning the school calendar, the activities calendar, student organizatons and activities, school lunch program, school publications, school academic requirements, school awards, attendance and tardiness particulars, school yells, and so forth. It also contains a floor plan of the high school to help guide students and avoid unnecessary confusion during the first week. Students then go through a complete day's schedule in the morning, allowing about half the usual time for each class. This is, of course, only the beginning of a complete orientation program, which is a long-time continuing process.

Every freshman is enrolled in a one-semester course in community civics. The first unit for thorough study is the Student Handbook, which tells the history of the school, the school creed, the departments of the high school, the student organizations and activities, student publications, awards given by the school, and many other things. Broad fields of occupations and various types of colleges and universities are also discussed in this course. Any testing that is done early in the freshman year is done in this class. In this first course, it is usually easy to select those who need individual help early in their high school life.

V Individual Study Services

Again, attention will be directed to a modest program now in operation in a high school of 200 students.

In this school, a series of tests for scholastic aptitude, etc., is administered in the spring prior to the student's entry into high school. The results of these tests, plus

the cumulative record begun in the grade school, form the nucleus of the record which is continued throughout the student's high school days. The packet type of record is used because it is flexible and requires a minimum of clerical effort. A basic, standard form covering scholarship, school attendance, social history, health, test scores, etc., is used, too, and adapted to the local situation. Further information regarded as pertinent is gathered on special forms as the needs arise. All of the information is kept in a plain manila folder with only the pupil's name on the tab.

To be valuable in the study of the individual the cumulative record must be kept current and up-to-date. Unless data is used it has little value. Significant facts should be easily accessible. The information which is sent ahead of the entering student must be evaluated in order to help him with his choice of program at registration time. If a student has a special talent in music, drama, etc., or proficiency in certain hobbies such as woodworking and photography, interested faculty members should be made aware of the fact.

The teachers appointed as freshmen advisers and the guidance chairman study the record, weighing all the information, not just the scholastic ability of each child. Such a study alerts them to select for early attention those students whose records indicate possible maladjustment.

After the freshmen have gone through the first and most difficult stages of orientation they are asked in their English classes to write their autobiographies. They are informed of the purpose of this procedure and assured that it will be kept confidential and be used only by the faculty to help them in their adjustment. These autobiographies are included in the cumulative record. An ori-

entation and fact-finding interview is scheduled with each freshman, calling first the ones whose records show the greatest need for assistance. The purpose of the interview is to gather information, to judge the accuracy of the information supplied in the record, and to gain the confidence of the student.

A device that is used at the time of the fact-finding interview is a student data blank. This blank does not take the place of the cumulative record, as that is a long-term affair; rather, it is intended to give a picture of the student at the present time. It includes questions on plans for the future and steps being taken to accomplish them, information on after-school jobs, present vocational interests, and specific questions on health. Such information gives the adviser a picture of the student as he sees himself *now*.

Specialized data blanks are used at various times during this and succeeding years to gain specific information in various areas. Such topics as health, part-time jobs, and changes in educational and vocational objectives, are the subjects of these blanks.

Essential to the study of the individual is the use of the anecdotal record. Only through the cooperative effort of all the teachers in sharing their observations of significant behavior can a guidance program function most effectively. This sharing of observations gives the guidance counselor and the teachers a better opportunity to properly evaluate student behavior. If the teacher recognizes the possibility of serious maladjustment in a particular student, two courses of action are available:

1. The teacher seeks the advice of the counselor and cooperates with him in an agreed course of action.

2. A referral slip is filled out, and put into the counselor's box in the school office. The counselor schedules an early interview to determine the cause of the difficulty and to undertake remedial measures.

Home visits are an important part of the program. The purpose of such visits is to cement good relationships between the home and the school and to make a first-hand observation of the student's home environment. The homes of students whose records reflect the greatest need for guidance are visited first.

Throughout the school years a series of tests is scheduled. These supply additional information which is not otherwise readily obtainable. Test scores are related to other information in the record. Interest inventories help the counselor guide the student in his vocational choices. Any significant change in the scores of tests given in the grade school and at the present testing time, is subject to inquiry. The tests are carefully selected to be most revealing of the student's problem, and to conserve the time of the faculty adviser in interpreting their results. Without careful interpretation in terms of student well-being, such tests are worth very little.

Every attempt is made to gain the complete cooperation of the student, the home, and all of the student's teachers. Only through the enlightened efforts of everyone concerned can the guidance program be effective in its work with the individual student.

VI A Program of Counseling Services

This program of counseling is planned for a four-year high school enrolling about 950 students with a teaching staff of 52. The school day consists of six class

periods, of fifty-two minutes each, and one thirty-minute activity period. Homerooms are organized on a class basis with the homeroom teacher remaining with the same pupils for two years. The students remain in their homerooms two days per week during the activity period for guidance activities. Two small rooms are available for conference purposes. One of these is equipped as a guidance office.

The responsibility for the counseling program is centered in the guidance committee which consists of four teacher-counselors and a director of guidance as chairman. Each teacher-counselor is released from teaching duties two periods per day and the director is free from classroom duties four periods per day. The teacher-counselors serve as chairmen of the homeroom advisers, one for each grade. The director and the teacher-counselors all have had some training in the field and have indicated an interest in the work of counseling. All are teachers to whom students frequently go for advice about their personal problems. The counselors are aware of their limitations and are striving to acquire additional necessary training through reading, summer school attendance, guidance conferences, and in-service training. It seemed advisable to begin the program without completely trained guidance workers since waiting until they could be obtained would have delayed the program indefinitely.

Counseling proceeds in such a setting through two primary channels, namely, the homeroom teacher and the teacher-counselor assigned to the pupil's class. The homeroom teacher uses the activity period twice a week for planned group guidance procedures or for personal pupil-teacher conferences. Educational planning, interpretation of interest inventories, and discussion of ap-

propriate extracurricular activities are handled in these conferences.

Usually, however, the personal problems of the student are discussed in a private conference with the appropriate teacher-counselor or the director of guidance. These conferences are of three types. First, are those conferences requested by the student. This type is held as soon as time is available. Second are those conferences made necessary by evidence of maladjustment. Cases of maladjustment are discovered through a routine study of a student's adjustment inventory and his educational record. This study is made by both the homeroom teacher and the teacher-counselor. In addition, reports of unsatisfactory work and anecdotal records from other members of the faculty give clues of maladjustment. Third, conferences are called by the teacher-counselor on a planned schedule so that every student will have at least two conferences per year.

The counselors have available the services of a school psychologist, a visiting teacher, a local physician, and a local dentist on a referral basis. In addition, the school psychologist may refer a limited number of pupils to a psychiatrist employed on a part time basis by the local Child Guidance Clinic.

Counselors precede each conference with a careful study of the pupil's cumulative record including both elementary and secondary school educational records, test scores, information questionnaires, health record, and the reports of all previous conferences. The first private conference is primarily concerned with helping the student and the counselor become acquainted and establishing rapport. Throughout the guidance program, in both word and action, emphasis is placed on the confidential nature of the private conference. A summary of

the conference, prepared by the counselor, becomes a part of the student's confidential record.

The counselor's aim is to help each student discover his own strengths and weaknesses, evaluate his opportunities, recognize his personal problems, collect information concerning their solution, and arrive at reasonable decisions for which he assumes the responsibility. Much attention is given to making use of the curriculum, the extra-curriculum and community resources in helping him meet his personal needs.

VII Supplying Educational and Vocational Information

One of the first things to do in considering educational opportunities, is to acquaint the student with what his own school offers. This matter should be discussed in the homeroom, and emphasis should be placed on the value of various courses to different individuals. The extracurricular opportunities in the school should also be discussed. Near the end of the ninth year each student should set up a three-year plan. This can be done only after the student has given some thought to his future and of course the plan will be tentative. This is the time when he should be stimulated to think in terms of his post-high school goal. Naturally this cannot be considered a final definite goal but it will help the student focus attention on his interests, abilities, and his present and future opportunities.

The main sources of educational information are probably college catalogs and bulletins, college annuals, newspapers, and handbooks. These can be collected as homeroom or class projects and the results assembled where every student will have access to them. The coun-

seling room or the library are the best places to keep this material.

Educational information concerning college may be high-lighted in the form of a college day. It is wise to prepare students before this day as to how to go about selecting a college. On college day, each student should be allowed to interview several college representatives. To avoid confusion the selection and schedule for specific interviews should be made in advance of college day.

Unfortunately, information concerning opportunities beyond high school deals chiefly with colleges. Information about opportunities for nurses training is usually available if the city has a hospital. Seldom is information available about schools which prepare for stenography, beauty culture, photography, or other trades, or for home study courses. There is a great need for this service. A survey should be made of schools of this type which are nearby, and the resultant information made available for general use. Representatives of business colleges, trade schools, and correspondence schools should be invited to attend the college day. However, care should be taken to invite only representatives from reputable institutions.

The high school can help students vocationally in five principal ways. (1) It can help them learn about vocational opportunities in the major fields of occupations. (2) It can assist them in discovering and broadening their interests. This can be done by studying the individual's school work, his extracurricular activities, his hobbies, and his family background. (3) It can help them appraise their abilities. (4) It can give them opportunities to develop their personalities by providing a well-planned curriculum, a variety of extracurricular activities, and leadership for hobbies and out-of-school experiences. (5)

It can stimulate students to think through their opportunities relative to their interests, abilities, and personalities.

There are many ways of learning about occupational opportunities. A few are listed here:

(1) An occupational information course could be offered. Some of the techniques used in the course might be: individual reports by students, group reports, informal discussion, supervised individual study of occupations, lectures by the instructor, lectures by people from the business world, dramatization, and audio-visual aids such as motion pictures, film slides, radio programs, and guide books. All of these methods must be very closely associated with the individual study program for greatest effectiveness.

(2) Occupational information can be gained through a study of related subjects. All subjects have some vocational significance. Students will be more interested in a certain field if a qualified teacher can spend some time discussing the requirements for the various jobs in that particular field.

(3) Exploratory courses, such as those offered in home economics, business education, and industrial education are valuable. The student must understand that these are exploratory courses and the subject should be taught so that the individual has an opportunity to evaluate his potentialities and liking for related occupations.

(4) Cooperative education is an excellent method of imparting vocational information. Here, for a part of each school day, the students have an opportunity to learn on the job, under actual working conditions. They are paid for their work at the regular scale. Part of each day is spent in school getting related and theoretical information pertaining to the occupation. This method

of giving occupational information is realistic and has vital meaning. A sure way to know whether one has the qualifications, interest, and liking is to actually try out the occupation.

(5) Career days are another media for showing occupational opportunities. Representatives of business, trade, or industry meet with students for discussions on particular occupations. The student may attend the discussion of his choice. A disadvantage to this procedure is that usually only one or two discussions are available to each student.

(6) Field trips and interviews with workers are always a source of much information for interested students. Here they get to see actual tasks being performed within a certain area of work. If possible, arrangement should be made to allow the students to ask questions of any worker in the area. This would give them an opportunity to get first-hand information about a certain task.

(7) Business-Education day is a more formal type of field trip. Students from several small schools are brought together to meet with representatives of various industries. The group meets in the auditorium of a particular school and from there is taken by car or bus to an assigned industry where it is met by the management. Officials of the company speak to the group about the function of the company. Films may be shown to help orient the group. Finally a tour of the plant is made and the various operations are explained in detail. After the tour a question and answer session is held, and then the group is returned to its original meeting place and dismissed. This is a fairly new type of occupational information technique and is winning praise wherever it has been tried.

VIII Promoting Personal and Social Growth Through Group Activities

Let us discuss this one part of a guidance program as it is in operation in a school of about four hundred students. Social guidance through informal group activities is an important function of a high school's guidance program. This feature requires special knowledge and skill in group work. Instead of being contented with merely having a party, the sponsor is concerned with the personal and social development that takes place in the process of planning it, carrying out the plans, and participating in the party itself. He must evaluate the work of each committee and the success of the party as a whole.

From the students' standpoint, the purpose of the party is to have a good time; from the sponsor's point of view, the purpose is to help the boys and girls develop a sense of responsibility, to get satisfaction from the success of the group endeavor, to make friends, to overcome shyness, to work with others, and to build standards for wholesome leisure-time activities. The last mentioned is most important in the prevention of juvenile delinquency. Satisfying, wholesome experiences help prevent young people from participating in activities which lead to delinquency. The high school should cooperate closely with community agencies concerned with youth in developing an adequate recreational program for all students.

The student council of the school is very active with the pupils and faculty advisers working together on a cooperative basis. The school lets the pupils recognize clearly the areas in which they can make decisions and those in which they can best serve in an advisory capacity. The council promotes projects that seem worthwhile and important to the pupils. The school does not emphasize

money-making activities nor delegate the handling of disciplinary problems to the council.

Representatives to the student council are elected by homerooms. These representatives report to their homeroom groups in a lively, interesting way and get suggestions from their groups to take back to the council meetings. In this way, close two-way communication is maintained between the entire student body and the council. The student council members obtain stimulation and helpful suggestions by visiting student councils in other schools and attending city-wide or regional conferences of student council representatives.

Effective guidance is promoted through school assemblies. This school is one of many who have what are called "Orientation Assemblies." The program consists of a series of assemblies in which each department shows in an interesting and dramatic way the work it does and the vocations to which it may lead. Also included are programs growing out of homeroom and classroom projects. In these programs students have an opportunity to try out special talents and to gain confidence in appearing before a large group.

This school is trying to have a social program that meets the needs of the students, and the main consideration is the personal and social development of the pupils. Activities are not planned to raise money for school supplies or services. These are furnished by the school board. Pupils engage in such service activities but on a voluntary basis with no sense of compulsion. An interclub council with representatives from school and out-of-school agencies is very helpful in giving direction to the total program of wholesome leisure-time activities for all young people of the community.

IX A Program of Placement and Follow-Up Activities

There are good reasons why the school should help to place the student. In the first place, no other agency, with the possible exception of the home, knows as much about the student as does the school. If the guidance program has been effective, a mass of information has been accumulated about each student. This material can be of inestimable value in placing the student, whether in school or out. Ideally, there are three parts into which placement may be divided: placing the student in the school-work program, placing part-time workers, and placing drop-outs and graduates. To these may be added the responsibility of placing in suitable positions those who are not well-adjusted in their present positions.

The task of locating full- and part-time job openings may be done in a combination of several ways. Placement involves assistance both to young people in their search for employment and to employers in their quest for qualified workers. Consequently, placement officers must make every effort to lead a youth into the kind of employment that is in harmony with his abilities and interests, and in which he will achieve a reasonable measure of competency and satisfaction.

The school's task is not finished when the student graduates, withdraws, or is dropped. The broadened concept of guidance that has accompanied the diversification of job opportunities has led to the realization that job training is not enough. Preparing for work is one thing; getting and holding a job is another problem. Vocational guidance not only implies giving assistance in getting a job, but also the training of teachers and pupils regarding the kinds of preparation needed for most successful

vocational adjustment. Information gained from personal contacts with employers is also needed for an efficient administration of the vocational guidance program. It will be helpful for the school to take advantage of the services offered by the State Employment Service, which furnishes information on job specifications, employers' hiring requirements, employment opportunities, and general occupational trends in the community. This service will also aid the school in securing information on the placement of its pupils, their success or failure on the job, variations in the needs for training, and other data helpful in revising curricula. Schools can assist the State Employment Service by furnishing information on the applicant's school record, teachers' ratings, extracurricular activities, and facts about physical health. Cooperation of the school with the various agencies should be mutually helpful.

Follow-up is, most of all, an evaluation device. There is probably no better way to evaluate the total contribution of the school, or school system, than through a continuous program of placement and follow-up. By the use of follow-up procedures the school can discover whether or not it is doing the right thing, wherein it has succeeded, and wherein it has failed. The data should be *used* by the school in planning curriculum revision in all areas, for improving the guidance program, for helping those in need of further guidance services, for study by present students either in classes or in counseling situations, and for purposes of in-service training of faculty and staff. There are many other uses of follow-up study results, such as improving public relations, increasing student motivation, and justifying recommended changes in the school's program. Evaluation is a foundation upon which an improved guidance program can be built. There

is no better means of evaluating than to follow up those who have gone out from the school.

With this overview of all of the chapters, we shall now turn to a discussion of one of the first tasks of the school administrator — that of initiating a program of guidance services.

CHAPTER TWO

The Administrator Initiating a Guidance Program

The question uppermost in the mind of the administrator is most often, "Where shall we begin?" This chapter will attempt to indicate how other adminstrators have found an answer to this perplexing question.

I Conditions Conducive to Initiating a Guidance Program

A young principal who has just been through the experience of starting a guidance program in a high school of 450 students related his method. He first evaluated the conditions in his own school in accordance with the standards found in Froehlich's,[1] *Guidance Services In Smaller Schools.* His own appraisal followed the Froehlich standards in each instance.

He realized he must support the program wholeheartedly. He had not only become interested in guidance, but through summer courses, professional reading, visitation, and consultation with administrators having such a program, had made an effort to prepare himself to

[1] Froehlich, Clifford, *Guidance Services In Smaller Schools.* New York: McGraw-Hill Book Company, 1950.

establish a guidance program in his own school. Further, he had talked the matter over with his superintendent, who had encouraged him, and invited him to present his tentative plans to the Board of Education for general discussion. The members of the board expressed interest in anything that might improve the educational program for high school students.

The principal related how he had first broached the subject informally to individual teachers, how he had listened to their reactions, and how he had waited to present the problem to the teachers as a group, until he believed a generally favorable reception was likely. The tentative plans presented to the board represented the culmination of much individual thinking on the part of many teachers, and they had the general approval of the faculty as a whole. This democratic approach furthered the cooperation that the teachers gave the plan.

According to general standards recommended by authorities in the guidance field, and such agencies as the National Association of Secondary School Principals, and the North Central Association of Colleges and Secondary Schools, the full time of one trained person is required for counseling in a school of 450 students. This is computed on the basis of a free period daily for every 75 pupils, which means that approximately one period a semester can be given to any one pupil for individual attention. This principal knew that three of his present faculty members had some qualifications for guidance responsibilities. They were the kind of teachers to whom pupils went informally with their problems, they were interested in working with pupils individually as well as in groups, they had had some training in the field, and they were respected by students, fellow faculty members, and those townspeople who knew them. The principal decided

that two of these persons would each be freed from teaching duties two periods a day, and the third teacher, one period a day. A fourth person, to be employed as a teacher-counselor, would have one free period for counseling, and four classes of regular teaching. The senior counselor, freed two periods a day, was asked to act as director of guidance, and to be chairman of the guidance committee, which was to consist of the four counselors, the principal, and two teachers elected by the faculty. The freshman counselor had only three classes per day also, leaving him free to counsel freshmen and plan the pre-admission and orientation program in the other three periods.

The principal realized that this program meant the time of an additional worker (four persons together freed six classes a day). This would add approximately five per cent to the instructional budget, if no attempt were made at saving elsewhere. The principal and faculty agreed after ample discussion to add one and at the most two pupils to classes where this was possible to let slightly higher pupil-teacher loads offset a part of the increased cost. The final estimate of the increased cost, including tests, was about three per cent of the educational budget.

A classroom on the first floor and on the opposite side of the entrance from the principal's office was made available for counseling purposes. It was converted into an outer office and two small but adequate counseling rooms, which were shared by the four counselors.

The principal had presented the problem in a general way to the student council which endorsed the idea wholeheartedly. He and the counselors planned to present pertinent aspects of the program to luncheon clubs and the

P.T.A. It was decided to go slow on general publicity, a decision reached because of the basic nature of the community.

II Principles of Organization and Administration of the Guidance Program

Mr. Harold Mahoney, State Supervisor of Guidance Services for Connecticut, has listed the following twenty principles of organization and administration of a guidance program.[1]

1. Guidance services are a direct responsibility of the administration.
2. Guidance services should serve all youth, not only the maladjusted.
3. The cooperative effort of administrators and staff members is essential to the development of an effective guidance program.
4. The development or extension of a guidance program requires the identification of natural starting points.
5. The school must discover and draw into the guidance program all of the worthwhile guidance activities already in operation. Guidance services exist in every school to some degree.
6. Distinctions must be drawn between guidance services and the instructional program.
7. The success of the guidance program is dependent upon the competency of counselors, the contributions of teachers, the support of administrators and the utilization of community resources. But, the catalyst in this combination is the effectiveness of human relations.
8. The practices, procedures, tools and techniques employed in the guidance program must be adapted to the training and ability of the guidance workers who are going to make use of them.

[1] *The Guidance Program*. Connecticut State Department of Education, Bulletin 45, May, 1948. pp. 45-46.

9. Organization should be as simple as possible.
10. The objectives of the guidance program should be in harmony with the objectives of the institution. The former should be organized to facilitate the latter.
11. The guidance program must recognize and operate within the limitations imposed by the institution.
12. Every staff member must have an understanding and appreciation of the practices, procedures, functions and objectives of the guidance program.
13. Adequate space, equipment, supplies, time and specialized personnel must be provided.
14. The guidance program should not be a compromising set of services but rather facilitating in nature.
15. The development of the guidance program must be steady and of a long-range nature.
16. It should not be assumed that the guidance program can substitute for an inadequate total school organization.
17. The thinking of school personnel must be shifted from subjects to pupils and their special needs and problems.
18. The guidance program should not take over the functions and activities of other departments of the school program.
19. The guidance program cannot be developed adequately without some additional expense to the school; thus, some budgetary increases are necessary.
20. Ample time for competent individual counseling should be provided.

III Survey of Existing Services Against Desirable Services

The primary purpose of this book is to suggest desirable practices in various kinds and sizes of schools in each of the six broad aspects of a complete guidance program, as outlined in chapters five through ten inclusive. These include; (1) pre-admission and orientation services, (2) individual study services, (3) counseling for

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all students, (4) the supplying of educational and occupational information, (5) the promotion of growth through group living, and (6) placement and follow-up services.

With standards derived from these discussions and other professional literature, the administrator is ready to take inventory of his present situation. Perhaps the following statement from the principal of a small school might be more universal than we care to admit.

> The preliminary step would be to take inventory of the services being offered now in order to find a place to start. We would find a few files showing the pupil's scholastic and attendance record. We have given a few tests and the results of these are available to give some resemblance of scientific data but that is all, other than what we learn about the families in personal contacts and this is certainly not scientific nor orderly in any manner. We teach a unit called "occupations" in our freshman social studies class but it is strictly a reading-recitation-text situation which leaves us with 90% of our students still undecided about the thing they might like to do as a life work. This course could be made into a very vital part of our guidance program. The only counseling that is being done is by the teachers on their own and without the use of any helpful data, or by the principal as he has an opportunity to talk to those sent to his office for disciplinary measures. We have the freshmen come in a day early in the fall to register but offer no other pre-admission or orientation services. We have no provision for individual differences except as each teacher wishes to supply it. There is no program for health, placement, or follow-up except as the teachers are inspired, which is not very often. Looking over our situation, we are disgustingly lacking in guidance services, but this is where we are and from this point we must begin.

A principal of a junior high school with 750 students and 38 teachers reported the following:

> In the past our school has lacked a systematic guidance program. This does not mean that no guidance activities existed because some form of guidance has been going on as long as there

have been good teachers in schools. Our school was no exception. However, such guidance assistance as was given tended to be of a hit or miss nature. It was left entirely up to the individual classroom teacher.

The initiating of a systematic guidance program began with the administration seeing a need for such a program and taking the preliminary steps for its promotion and organization. A guidance program must be an outgrowth from the administration and faculty or it is doomed to failure. The principal appointed a central guidance committee composed of eight faculty members who were key teachers and interested in the formulation of a functional guidance program. The principal appointed the teacher he felt was most qualified and interested in guidance to head the committee.

The committee decided that the first thing it must do to formulate a successful program was to discover the needs of the pupils. This was done by means of a questionnaire given to all the students, which it was hoped would show the needs and problems as they were felt by the pupils themselves. These questionnaires were studied by the committee, after which the beginning objectives for the proposed program were established. In organizing the program the committee did not discard existing guidance activities, but rather built the new program around them and made the existing activities more purposeful. When the committee had drawn up the objectives and outlined a tentative new program, a general teachers' meeting was called. The purpose of this meeting was to show the need for such a program, to propose a possible program, to ask the faculty to submit its recommendations and express any constructive criticism the members might have. The faculty gave its wholehearted approval to the program and contributed immensely to its final draft.

The principal then selected six counselors for the program, two for each grade level. The counselors were chosen because of their training, experience and personal qualifications for counseling. Their programs were then scheduled to give them one period a day to devote to counseling. The first responsibility of the counselors was to administer the various inventories and tests. The seventh grade students were given a progress achievement test and a Mental Maturity Test, the eighth graders the California Arithmetic Test — intermediate, and the ninth graders the Cal-

ifornia Reading Test — intermediate and the New California Short Form Mental Maturity — intermediate.

The English teachers were made responsible for obtaining an autobiography from each student. The autobiography and the results from the above tests were given to the homeroom teachers to record and file in the cumulative folder that had been started for each individual student.

A previously unoccupied classroom was partitioned, and furnished for a counseling office. Here the counselors can meet with the students for counseling and here all the cumulative records are on file. The entire faculty has free access to these records at all times. The outer office is also equipped with various guidance literature that is available to all the teachers.

For the purpose of in-service training, the guidance committee meets every four weeks to discuss the guidance program and to study individual cases. The rest of the faculty is urged to attend these meetings and to enter into the deliberations of the committee. This procedure has met with much success and has stimulated increased interest in the guidance program. The committee also serves in an advisory capacity to the individual counselors.

We started collecting materials on occupations which would be a beginning, at least, for our library on vocational information. Cumulative records were begun and much information was gathered by the homeroom advisers. This started a valuable collection which lessened the work for the following years. We began to reorganize our unit on occupations so that it would be more practical. Late in the year we planned a visiting day for incoming freshmen when we invited them to see our school and visit with the faculty. Then we planned a more practical method for enrolling beginners, and an improved orientation program for the following fall.

When school resumed we started a complete program on a small scale, beginning by offering all the services to our seventh graders. The next year we added the eighth graders, then the ninth graders.

Having thought seriously about what ought to be done in the way of providing desirable services to students and faculty, and having surveyed what is now

being done, this school is ready to take the next step in seeking practical objectives in advance of present practices.

IV Specific Activities Recommended by the Principal of a Large High School

The following specific activities should probably be carried out by the director of guidance and the guidance committee, together with all members of the staff who are sincerely interested in the successful development of the program.

1. Acquaint the entire staff with the guidance point-of-view. This may be done by means of bulletins, staff meetings, and personal conferences.

2. Develop detailed plans for the guidance program, and encourage the faculty to help with the formulation of the program.

3. Encourage enthusiasm for the guidance program, but don't force it.

4. Study the pupils' records carefully, and extend them if necessary.

In view of the important role the student record plays in providing a means of understanding the individual, it is vitally important that all information which contributes to this understanding be included.

If anecdotal records have not previously formed a part of the cumulative record, their use should be encouraged. Teachers should be acquainted with their value in promoting an understanding of the child.

Each member of the staff should be urged to acquire a thorough knowledge of the record of each individual to whom he acts as adviser or teacher-counselor. Through a knowledge of his cumulative record, the teacher is

better able to understand the student as an individual. Every teacher should be motivated to develop a special and sincere interest in each student as an individual person, and to let the student be aware of this interest. In this way excellent rapport can be established with the student, and his interest in the guidance program will be enlisted.

5. An additional step should be the provision of at least one counseling situation for every student each year and for any additional conferences that might be requested. If time permits, provision should also be made for interviewing parents, and, in some cases, for home visitation.

6. A vitally important step is the introduction of guidance materials and activities into the classroom. This type of guidance service can be particularly valuable for imparting information; a large amount of freshman orientation can be accomplished through group guidance activities in the home room.

Several other guidance procedures can be carried out in the classroom. For example, an autobiography (for which an outline requesting significant information is provided) can be written as a regular English class assignment. A certain amount of guidance toward social adjustment can be carried out in the social studies classes through discussions and practice of democratic group living. Vocational information can also be provided in English, social studies, business education, and other classes.

If possible, a unit on occupations should be offered freshmen in a required course such as social studies or English and from this could evolve both educational and vocational planning and guidance.

7. Provision can also be made for guidance in the extra-curriculum; for example, through clubs organized around hobbies, vocations, and personal interests, and through such activities as forensics, dramatics, school publications, etc.

8. A vitally significant step in the organization of a program of guidance services is the formulation of a good testing program, provided that meaningful use is made of the results, and that testing is valued as one means for developing an understanding of the individual, rather than as an end in itself.

9. Vocational planning provides a good starting point for the operation of a newly organized guidance service.

10. Another worthwhile project of the guidance committee is the building of a guidance library. This should include new, interesting, up-to-date material on such topics as family relationships, boy-girl relationships, citizenship, vocational planning, and educational planning. Such well-selected reading matter can be of real value if it is used constructively.

11. A career day for juniors and seniors is another interesting and profitable activity which may be included in a newly organized guidance program. The day should be carefully planned by the guidance committee and all those participating in its leadership. This is an excellent occasion for utilizing community resources, such as representatives from business, industry, and the professions.

12. A vital need in the organization of a guidance program is the provision for referral of the problems with which the guidance staff is not prepared to cope. Health problems should be referred to competent physi-

cians; severe cases of maladjustment to clinics, psychologists, or psychiatrists; vocational problems to competent persons in the community. In no case should any guidance counselor attempt to solve problems which go beyond the realm of his professional experience or understanding.

13. A final, but none-the-less important, step in organizing the guidance program is preparing the community to accept it. This requires a good public relations policy. Two means of advancing public good will have already been mentioned, the career day and the referral service. The objectives of the guidance program and what it is actually doing should be given as much publicity as possible. Respect for the service can be developed through encouraging the support and enthusiasm of the parents and of local business and professional people. Every effort should be made to show that the program is actually rendering a valuable service both to the students and the community. The program should not be forced upon the community, but the need for it should be explained in such a way that it will seem important and desirable.

In many situations not all of these activities can be undertaken since we recognize as our first tenet that the program must begin where the school, faculty, parents, and community are at the time. The above steps should occur as rapidly, but as naturally as possible, and the program should assimilate the unorganized services which already exist. Nevertheless, all these activities, together with others which grow out of them, are desirable in forming an effective, dynamic guidance service, which will meet the needs of the youth in a particular school and community.

V Beginning Where You Are; Seeking Practical Objectives

According to a story, a stranger was attempting to locate the post office in downtown Boston. Finding himself almost helplessly lost on the narrow, crooked streets he asked for information. The informer told him first one way to go, and then another. Finally he turned to the stranger and said, "Well, Mister, this isn't a very good place to start from."

Perhaps every administrator who attempts to start a guidance program feels much the same way, that the present situation is not a particularly good one from which to begin. But the basic principle of beginning with the person as he now is and with the situation as it now exists must govern the administrator's decisions.

Although situations will vary greatly, the following examples of what some administrators have done in beginning a guidance program may be helpful.

The principal of a small high school described his plan in this way:

Our first task was to study our own situation in order that we could begin the program at a point consistent with the readiness of the students, the parents and the teachers. Then we tried through cooperative effort, to achieve the following goals which we had decided were reasonable and obtainable in our first year.

1. Extended orientation services
2. A course in "Vocational Information"
3. Counseling and supporting services
4. Informal in-service training
5. Curricular study and development
6. Better community relations
7. Follow-up services
8. Continuous evaluation of the guidance program

Another principal told the story of his initial efforts at developing a guidance program in this manner.

The task of initiating the organization of the guidance program lies in the hands of the school administration. It is here that the growth of the program must start. First, there must be a period of enlightenment. This applies to teachers, students, parents, and community. Often the teachers must be made to understand the values and benefits to be derived from the program before they can accept it and take an active part in it.

This teacher enlightenment might be promoted by the case-study of an individual, the consideration of general problems of the school system, an investigation of particular problems of students, a series of lectures followed by discussions with experts in the field, and by the explanation of how another school system which had like problems had devised an effective guidance program. Naturally as the teachers become interested there will be a gradual spread of this concern to students and to members of the community.

In organizing the program we must answer these questions. What should be done? What can be done? We can find out what should be done by observing the school problems. Then we should tackle those which require immediate attention first. In doing this we must set up objectives (both general and specific) which are attainable. An effective program is one which does not carry too much of an initial load, i.e., does not undertake all of the problems at the beginning, but starts gradually and eventually fits together all the guidance materials, techniques and services into a unified, integrated program.

Next, we should work with one section of the specific problem and with one part of the student body. An appropriate problem to start with might be that of collecting occupational information. The best group to start with is probably the junior class. This will allow your beginning work to take root in next year's senior class. The section of the specific problem which we might consider is that of compiling information about the industries and occupations of the local community. This might be done as part of a class survey. The information could be used as the starting point in a study of occupational opportunities in general and the project could be carried on in succeeding years.

In continuing the survey we are actually enlisting pupil, parent, and community interest. As we broaden our study to one of occupational information in general, we might go further to investigate educational opportunities, both local and national. In gathering material we are making contact with the home and with local organizations.

But now we must continue the growth of the program. The questions of placement, a follow-up study, interviewing, counseling, different courses and new clubs, and many other guidance services must be met and answered. It can be seen that as we answer these questions the program will spread toward the upper and lower years (senior, and freshman). These early guidance services might include arranging a pre-admission program, a course in vocations, a hobby club, and interviews with parents and students. Such services will be designed to meet the needs of the child to prepare him for subsequent services, and to prevent some of the future problems. The greater the extension of the program, the greater the prevention of maladjustment.

One can see the gradual growth of this guidance program and the widening of the process of assisting and adjusting students. However, as special needs are met, special materials must be put into the curriculum; changes must be made in the old pattern; the homeroom period may need to be modified to allow for counseling time; new courses and other activities may become a part of the program. This also applies to the allotment of time and space for the meetings of assemblies, clubs, committees, and other extracurricular activities.

The school administrator should assume the responsibility for the organization of the guidance program. Therefore, it should be his duty to assign the various tasks to the faculty members. Of course it is best to assign each teacher to the duty for which he is best fitted. One interested in seniors should be placed in charge of senior services, and so on down the line. Correct delegation of duties is vital to the working of the

over-all program. A good beginning would be assured if a particularly competent teacher were in charge of the initial program. However, the administrator must be sure that the teacher has the time to meet his delegated responsibility without carrying an unduly heavy load.

In summary we can point out these pertinent factors in organizing a guidance program.

1. Gain the interest of teacher, student, parent, and community.
2. Observe school problems at first hand.
3. Meet an immediate situation or need.
4. Continue the process of growth.
5. Enlist the aid of the community.
6. Special needs bring about special changes in the curriculum and general school practices.
7. The administrator must assume the responsibility.
8. Assign teachers new duties with great care.

As a device for launching the guidance program in a junor high school in a large southern city, a single project was selected. It was organized to fill a specific recognized need, to teach the untrained faculty members guidance principles and practices, and to interpret guidance to them. The project itself involved guiding ninth-grade pupils in the selection of courses before they left for senior high school. Most of the original planning took place at the administrative level. The principals and teachers planned the program to fit the facilities of time and personnel. After a system-wide plan had been developed, each school was free to modify it to meet its own particular needs. A pilot program with 150 ninth-grade pupils was planned first, and was closely evaluated through questionnaires, interviews, and faculty confer-

ences. The basic program was built from the suggestions received from the pilot study.

The plan included in-service training, in which about one-third of the faculty learned about guidance work by actually participating in it, and by attending special training sessions to prepare them for their task.

At the end of the first year there was an evaluation which included questionnaires to all participating pupils, cooperating staff members, and to parents who had attended the evening program. From the findings there was a clear indication that pupils and parents wanted an expanded guidance program. The staff at all levels, and the Board of Education were more ready to accept the addition of new guidance services.

CHAPTER THREE

The In-Service Education of Faculty and Staff

Only a minority of the teachers now serving in the public and private elementary and secondary schools of our country have had any formal training in the field of guidance. This means that if a program of guidance services is to be advanced in any material fashion by teachers, they must receive in-service education for the discharge of their responsibilities. If teachers are to bear the brunt of guidance activities as is expected in some places, they are in even greater need of on-the-job training for their duties. The term "staff" is included in the title of this chapter to imply that all of those who come in contact with pupils will profit from an acquaintance with the basic concepts of guidance, and the ability to use techniques of guidance in accordance with their responsibilities to students. Members of the clerical staff of a school office need not be highly trained guidance workers, but they must be sympathetic with and understand the basic philosophy upon which the institution rests.

I Guidance Services for Faculty and Staff

A good way for an administrator to impress his coworkers with his sincerity in accepting the basic prin-

ciples and practices of guidance is to provide adequate guidance services for them. We do unto others what is done to us more often than we do unto others what we are told to do. An ounce of practice in rendering guidance services to teachers is worth the proverbial pound of talking and preaching. Before signing a contract, teachers new to a community need honest and frank information about the school, the community, administrative policies and practices, their professional responsibilities, and the advantages of teaching in that community. Some of these facts will be conveyed through personal conversation, other information might well be reduced to writing in a bulletin distributed by the Board of Education. A teacher new to a school and community needs personal, social, and professional orientation. Many fine communities provide for this in a pre-school period of time, a part of which can be used by the newcomer in making personal and social adjustments before the opening of school. Provision for housing within the budgetary limits of a teacher's salary is an excellent means of helping a teacher to be well-adjusted, and of impressing him with the importance of physical surroundings in balanced living. Some of the pre-fabs used for faculty homes on high school grounds may not add to the appearance of the campus, but these are tangible evidence of the school's concern with faculty welfare.

Provision for absences due to illness; decent, attractive rest rooms for faculty members; and a salary schedule which takes into account living costs as well as professional advancement — all of these are a part of a desirable faculty personnel policy. In a small school which cannot compete successfully with the salaries offered by larger suburban schools, the administrator is wise to aid his teachers to advance to "greener fields"

as they become more experienced. Concern for their development suggests to teachers in a realistic way the value of interest in the development of pupils. A successful superintendent stated it thus:

> A teacher of today must have a knowledge about a great many things. Not only must he know about a variety of subjects, but he must be able to understand more and more about the individual student. On top of this, social living is very complex. The teacher has the problem of assisting the individual student to make continuous adjustments in his everyday living. In order that a student may grow, the teacher also must grow. A guidance program should be planned to make a distinct contribution to the stimulation and development of teachers as well as pupils.

Since the success of the guidance program depends in part upon the personality and ability of the teacher, it is essential that the teacher be happily adjusted. Personnel services for the teaching staff minimize many problems of the teachers, such as health difficulties, social maladjustments, recreational needs, and educational problems. The administration by indicating an interest in the teacher can build his morale. The administration can do this by providing good working conditions, sound employment situations, and adequate salaries. The school officials can help the staff members to find comfortable living conditions, to orient themselves socially and professionally thus making them feel at home. It is also worthwhile to orient teachers in the use of community resources, and recreational facilities, and to help them enjoy a normal social life. The teachers, too, can help by following a definite program to develop desirable personality traits.

Today few colleges of education are including an adequate amount of training in guidance techniques in their teacher-preparation curriculum. Courses taken in

guidance and counseling, psychology, social sciences, and education have proven helpful, but they are not enough. Therefore, most teachers need additional work in guidance procedures after they are on the job. The school administrator is responsible for helping teachers acquire the skills, understanding, and experience necessary to promote their development in guidance work. Teachers and counselors should be encouraged to enroll in guidance classes when they attend summer school. To promote this, schools sometimes offer financial assistance. If a nearby university offers guidance courses, or if an extension course in guidance is given in the community, teachers should be encouraged to participate.

II Principles of In-Service Education

One superintendent drew up the following principles of the successful program of in-service education in his community.

First: The administration must take the responsibility for initiating and organizing the program. Its policies regarding salaries, duties, and counseling responsibilities should motivate the individual staff members to continue their growth.

Second: There must be real democratic planning and participation at all levels. The individual is made conscious of his own worth by the treatment accorded him.

Third: Regular school time is used for the basic minimum in-service education. If there is a two week pre-school period it carries two weeks' pay. Faculty Association meetings are held during the school day. BIE day visitation of industry takes a full day. Each teacher is encouraged to visit other schools at least once each year. A one-day exchange of positions between high school and grade school teachers is encouraged.

Fourth: The entire program has a small core of generalized experiences for all staff members, and the rest of the program is custom tailored to the needs of the individual teacher. Individual

teachers have freedom to work on their own problems during pre-school training; they benefit from a wide selection of professional literature to read and study.

Fifth: The process is continuous. Beginning with the pre-school session, teacher education continues through the year by means of bulletins, university extension or field courses, Faculty Association meetings, conferences, and visiting days.

In the long run, the guidance program will be effective only when there is effective in-service education of the entire staff. If the above principles of teacher training are followed the result will be a staff pre-disposed toward guidance, and better qualified to carry on its individual responsibilities.

In a high school of 450 students and only thirteen full-time teachers, the principal outlined an in-service program as indicated below.

A. Some of the salient points in the proposed in-service training program as worked out jointly by administration and faculty are:

1. The program will be fitted to the present interests and understandings of the teachers.
2. The training will be progressive; plans will be made to take the teaching staff from the present point of view to a more advanced position.
3. The program will be fitted to the local situation in terms of practical techniques.
4. It is to be planned in terms of long time objectives as well as present needs; it must be cognizant of what the program will be two or five years from now.
5. For the program to yield the best results it must be put on a voluntary basis.

B. Plans for conducting the program of in-service training are:

1. Arrange the program so that a reasonable part of it can be conducted during the school day.

2. Theory and practice will be carried on at the same time whenever possible.
3. Teachers will be encouraged to make case studies of one or more students.
4. A study will be made of existing school practices in the area of guidance, then special attention will be given to our present plan.
5. Professional reading material will be made available to the faculty.
6. Files of educational and vocational materials will be kept.
7. Problems of improving home contacts will be considered.
8. A series of conferences devoted to study, discussion, and observation of desirable counseling procedures will be held.
9. A meeting will be planned for the review of recent literature and research in the field of counseling.
10. A study will be made of the ability and achievement levels of our students.
11. Teachers will be encouraged to participate in conferences on counseling.
12. Teachers will be assisted in securing significant work experience during summers, or encouraged to attend summer schools.
13. Extension classes will be organized on a county-wide basis if feasible.

C. Some things to look for in evaluating the in-service program.
   1. Has there been an improvement in student-teacher relations?
   2. Has the scholastic achievement of the students improved?
   3. Is there evident improvement in student morale?
   4. Has there been a decrease in student delinquencies?
   5. Is there an improved school-community relationship?
   6. Is there some evidence that the students are making wise educational and vocational plans?

III The Pre-School Program

A desirable pre-school program as outlined by a teacher in a large city is given below.

Each year, before school opens, the entire staff meets for a two-week program of training. The program is organized by the faculty committee on in-service education. The essence of this period is the variety of activities offered to meet the individual needs of the various faculty members.

Mornings are devoted to large meetings with speakers, administrative announcements, reports from the previous year's work, and suggested plans for in-service training activities. Afternoons are devoted to individual teacher study, departmental projects, and committee work.

In addition to the usual "inspirational" speakers, an attempt is made to secure persons who will explain certain techniques which many teachers will be inclined to try out during the coming year. For example, last year an expert in the field of sociometrics explained the purpose, construction, and use of the socio-gram by the classroom teacher. During the year many teachers experimented with the technique and for the most part were delighted with the extra insight they gained in so doing. Since every item which the classroom teacher contributes to guidance also benefits his own teaching, this type of activity tends to increase once it gets started.

Usually each department does some curriculum revision during this period, and it is an excellent time for the director of guidance and the curriculum director to help integrate materials and units for the group guidance program in the classroom.

The new materials, forms, and records of the guidance department are explained as to purpose and use, so that they will meet with a positive response from teachers when they are used for the first time.

At this time each year bulletins, manuals, and handbooks are revised by the teachers who are responsible for them. Teachers often write short reports of summer experiences. The Faculty Association plans its year's activities. Individuals or groups work on administrative problems, research surveys, follow-ups, or evaluations.

One of the most significant activities is carried on during the closing days of the period. This is the preparation to meet classes. Over the summer, the spring registration has been checked and classes grouped. Now each teacher is provided with his class rolls and all of the information from the cumulative record of his students. Classes can be analyzed and further changes in programs can be made when this is thought desirable by teachers or members of the counseling staff. With all of the information available to the teacher, he can make final selection of teaching materials; for example, he can get the proper number of texts at each different reading level to meet the requirements of his class.

Each teacher is issued for his use throughout the year, a revised teachers' handbook, a students' handbook, an industrial survey of the community, the results of previous follow-up studies, and a cumulative file of bulletins which are still timely.

In a smaller school, the description of the pre-school workshop indicates a more restricted yet a well-planned program. Guidance, as such, plays a large role in this activity.

The in-service training program occupies the week preceding the actual opening of school. The teachers are paid for this week even though they conduct no classes during this time. Leadership for the workshop is placed in the hands of the guidance director and the superintendent. To keep in mind an awareness of guidance, outside authorities are brought in to speak to the group at the beginning of each day. The guidance director sets up a series of programs designed to stimulate faculty discussions of local guidance problems. Some examples of speech topics regarding local problems are "Job opportunities in our community"; "How many of our students go on to college?" "What is the nature of our schools' guidance program?"; "Use of the cumulative and anecdotal records"; and other pertinent subjects. In the afternoons the workshop breaks up into department meetings where the department heads discuss, with the teachers, problems involving their departments and the community. During this first week a bulletin on procedures for the first day of school is issued to each teacher. Between the covers of this notebook is detailed information for the teacher on the following subjects; philosophy of the school, the program of testing in the school, courses of

study, the student counseling program, teacher assignments to various duties, the school calendar, the committee appointments, and an outline of the guidance program. In this part of the bulletin there is detailed information regarding the meaning of and needs for guidance, the objectives hoped for in the guidance program, the duties of the teachers in the guidance program, the function of the guidance committee, the role of students and community workers in the guidance program, the place of guidance in the classroom, and guidance in relationship to the community service organizations. New teachers in the system receive special attention in that they attend separate meetings where school guidance and general school procedures are discussed with them in even greater detail.

IV Faculty and Group Meetings

In another school, the major agency of the in-service program is the faculty meeting which is planned well in advance and skillfully conducted.

The guidance committee, which is made up of five members of the staff and the guidance director, publishes a series of about ten bulletins a year on topics of interest. These topics are presented to the teachers in outline form a week in advance of the meetings which are called to discuss this material. At the meeting, one of the committee members speaks on the announced subject after which there is general discussion. The topics are concerned with current community-school problems which will entice many faculty members to be present and make contributions, as well as to learn. To give the teachers more time for this part of the in-service training, school is dismissed at 2:30 P.M. on these days. The meetings are on a voluntary basis, since there are times when a teacher may have some other necessary job to which he must attend. If people are forced into something of this nature it is likely that many will attend with the

wrong attitude, which will prevent the greatest good from being accomplished.

Besides the guidance meetings there are general faculty meetings, usually called by a group of teachers because of some particular problem or suggestion that has come through the superintendent's office. When a meeting of this kind is called the requesting group must plan the meeting and arrange a date for it. The reason for this procedure is to keep the meetings on a professional basis and to be sure that they deal with real, significant educational matters. The date and topic must be set far enough ahead, usually a week, and be announced on the teachers' bulletin board, in order to give all teachers time to prepare to attend. A member of the requesting group will present the topic and lead an informal discussion.

The principal of a medium-sized high school reported on his faculty meetings and committees in this way.

> After school starts in the fall, in-service training can be carried on in faculty meetings. These meetings should consider problems of interest and concern to the entire group. The meetings should begin at a point consistent with the faculty's present degree of guidance training and should attempt to build on the interests of the teachers. Desirable as well as undesirable activities carried on in the school should be considered. It is well to give demonstrations of effective guidance techniques at these meetings.
>
> Guidance study groups and guidance committees are another form of in-service training. The guidance committee might consist of the principal, the guidance director, the heads of the various departments, and the librarian. By having a committee of this type, the various departments are coordinated in their guidance efforts, and each department knows what the other is doing. The guidance committee should report from time to time at the faculty meetings and the individual members should keep their own departments informed. Various study groups should meet to discuss problems and policies of the guidance program. From time to time

specialists should be invited to meet with these small groups and guide them in phases of their work. For example, practices in business and industry which are related to guidance services can be studied. Through these study groups, individual help can be given. By placing experienced and inexperienced teachers together, the inexperienced teachers gain much helpful information. Continuous experimentations can be discussed and evaluated in these groups.

V A Professional Library

The professional library not only must be stocked with standard references, but also must keep abreast of the current trends in education and guidance. This means that a part of the library budget must be specifically set aside for this purpose. Each department should be urged to recommend two books per year (not necessarily in the subject-matter field). The entire County Superintendent's Reading Circle selections can be added each year. The director of guidance in cooperation with the librarian can determine which other additions are to be made.

It is not enough to have the books available, they must be read. To encourage reading, the director of guidance and the librarian can keep four shelves of timely selected books, bulletins, pamphlets and recent studies in the teachers' lunchroom. Since this room serves as a lounge or gathering place for the faculty, the material is available for leisure time perusal, or it may be checked out for further reference. A note can be clipped to each item on the lunchroom shelves, telling what the book is about and carrying suggestions about how it may be used.

VI Bulletins

In a large high school four series of bulletins are kept in a cumulative file by the individual teacher. They

are issued by the superintendent, the principal, the director of guidance, and the director of curriculum and research. The superintendent's bulletins often touch on various phases of the guidance program, especially as it is crystallized in the general school philosophy. The principal's bulletins deal with procedures to be used in pupil accounting, health services, guidance activities, discipline, and the scheduling of extracurricular activities.

The bulletins from the director of guidance give all teachers an overview of the guidance activities, promote teacher participation, and collectively serve as a handbook on guidance. Some topics which could be considered with advantage would be surveying the activities of out-of-school organizations connected with the guidance of youth, interpreting test scores, judging and developing adolescents and so on.

The research director's bulletins cover such items as the effect of failure on further education, an analysis of the grades given students, evaluating growth, status of the teaching staff's training, materials for slow readers, remedial training and how and when it should begin, reasons given for absence, and ethnic groups in the community. In addition to doing the research and helping with curriculum revision, the director of research and curriculum also assists in keeping the teachers' professional library up to date.

VII Provision for Formal Training

The administration should make additional training for teachers economically possible. This can be done in two ways. First, the board of education can furnish one-half of the tuition when a teacher is enrolled in a regular college course recommended for that teacher. Second,

increased educational training and work experience can raise the individual teacher's position on the salary scale.

Since the school helps pay for, and rewards further education, it may then exercise some control over that further education. The superintendent should work out with each individual teacher a program of general school or work experience which would equip him to do his present job better and prepare him for advancement in the future.

Where there is no college or university located in the vicinity, the administration can poll the faculty to determine interest, and then arrange with one of the nearby colleges or universities for a field course to be taught as an evening class at the high school. This could be offered with or without credit.

It is recognized that travel, or specific work experience sometimes may be as valuable as formal class work. The superintendent should give credit for such experience. For example, a class counselor could gain a lot of insight into vocational counseling if on successive summers he would take different kinds of jobs in the local industries. A business teacher, too, might learn as much about present business practices from a job as from an advanced course.

VIII The Case Conference

The case conference is another excellent method of in-service training. In an interesting and objective way it explains many of the techniques of guidance and shows how they may be used to advantage. A case conference is a form of cooperative case study; it is devoted to the intensive study of an individual student; and its purpose is to gain an understanding of the student in order to

make recommendations which will bring about his better adjustment.

The person in charge should present all the signifi-can information gathered about the student being studied. In explaining the data, he should tell how it was secured, name the tests given, and tell what they measure. Then, he should interpret the results. After he has presented the data he has about the student, other teachers, from their experience with the pupil, should add to the picture. Next the conference should analyze the data to discover the causes of the behavior of the particular student. The group should draw upon its collective experience and training in understanding the individual. This is valuable because the thinking of a group usually surpasses that of any one person. This phase of the case conference gives the inexperienced guidance worker an opportunity to have his ideas evaluated by the more skilled members of the group. After the causes for behavior have been discussed, ways in which the student might be helped to make a better adjustment are considered. If the case conferences run smoothly, they are very worth while to the teachers.

IX A Complete Realistic Program

A superintendent outlined the in-service program in his city as follows.

> Our school system includes ten elementary schools, three junior high schools, and one senior high school. The instructional staff is composed of about 350 teachers, including the special service staff.
>
> A successful guidance program requires that there be willing, active and intelligent participation of all members of the school staff. All must be trained to carry out their roles well. Because the many duties of the teacher and administrator do not allow all of them the time needed to continue and refresh their growth

at summer school, a program of in-service training is necessary. Since there seems to be a natural antagonism toward meetings inflicted from the top it is best if counselors and administrators together can lead their teachers to see the need for in-service training. If a few are interested and the immediate results are reassuring and worthwhile, the size of the group will grow. None of the views set forth are to be compulsory.

I believe that in-service training for our system should proceed in four different directions, one to include the entire faculty, another the faculty of each school, third, the special interest group, and fourth, the individual teacher. Some of the methods outlined can be used in more than one situation.

Three days before school opens in the fall a pre-school workshop will be held. This workshop will be mainly for orienting the new teacher. The program of orientation is to be conducted by a committee of faculty members. Policies of the school, routine, special services, and curriculum will be discussed. Teachers who have been in the system previously will be invited to work in their buildings, making individual plans for the coming school year. This planning period will give them time to evaluate themselves, to set new goals, and to study means of achieving them. Provision will be made for socialization, such as picnics and mid-morning coffee. Teacher mental hygiene is just as important as mental hygiene for the child. The teacher must start out free from care and know that he is wanted!

Every teacher and administrator will have been placed on a curriculum committee of his choice to study the one phase of the curriculum in which he is particularly interested. During the workshop period, the steering group of each larger committee will meet to evaluate the work of the preceding year and formulate plans for the coming year. These committees will meet as often as they find necessary, calling in consultants from neighboring colleges or universities as needed.

A lecture series, sponsored by the local teachers' association, in which general guidance principles will be considered, will be held throughout the year.

Provision will be made for at least one extension course per year in which teachers can pursue their education and at the same time work on problems pertinent to the present school situation.

Each school will supply every teacher with a handbook in which guidance principles of the school are set forth. It might also include the general objectives, the characteristics of a successful teacher, the school policies, and the homeroom responsibilities. This must be kept up-to-date by annual revision.

Seminars will be held either by buildings or special study groups under the direction of the local guidance workers. State counselors may also be called upon. Guidance in the classroom, the use of tests and other techniques, public relations, mental hygiene for teachers, pupil adjustment, use of pupil surveys, home visitation, child study, how to use available information, and other professional problems are samplings of what might be considered. The administration believes that these meetings will be among the most profitable of in-service training. The groups will be small so that individual problems can be considered under the leadership of a school counselor who knows the school set-up, the teachers, and the pupils.

Every third week the seventh grade homeroom teachers (the eighth and ninth grade teachers will have similar meetings the following weeks) will meet with the counselor to study one pupil in each homeroom. These homeroom teachers are also the seventh grade teachers. Prior to the case conference the teacher concerned will have studied all available data about the pupil and filled out a form which asks for reports of tests, home background, scholastic record, subject difficulty, social difficulty, health, reason for study, educational plans, conference recommendations, and follow-ups. At times this group will find it advisable to hold a clinic, calling in a member of the special service staff to help with a particular problem. These reports should be filed in a student's cumulative folder.

The teachers will be urged to subscribe to professional periodicals and books. Some periodicals will be kept on file in the professional library of each school and will be purchased with school funds. The parent-teacher group will be urged to contribute to and make use of this library.

The teachers within each department will meet once a month to consider ways in which they can improve their teaching. This exchange of ideas, helping one another with problems, and co-operative thinking will also promote good will among the faculty. A representative of this group will meet with representatives

from other buildings to exchange ideas and promote cooperation between buildings. Once a year the entire department of each building will meet the members of the same department of the other schools to exchange views through panel discussion, demonstrations, or discussions with or without an outside consultant. These are not to be subject matter meetings, but meetings devoted to the consideration of the whole child.

Because it is the belief of the administration that special interests groups should be encouraged, provision will be made for these groups to meet on school time. However, other groups such as all of the social science teachers of the junior high schools will find an evening meeting partly given to fraternization desirable. Meetings held at the end of the school day will be discouraged.

Teachers will be encouraged to visit other schools either in or out of the system. Much can be gained by visiting grade levels just below or above the one the teacher is teaching. Such visitations and attendance at educational meetings may be made with no loss in pay. No limit as to the number of visits will be made but will be left to the consideration of a teachers' committee.

A ruling by the local school board requires that each teacher acquire six quarter hours of college credit every five years. Without this she will not be eligible for the automatic raises given on the salary schedule. Because we feel that in-service training is just as important as summer school work, credit should be given for it. A teachers' committee will work with the board to make provision for credits earned through active participation in workshops and study groups which meet after the regular day, and for educational travel.

Professional growth is also furthered by membership and participation in professional organizations. School bulletins and newspaper articles will give special recognition to active participation in these, and dues will be collected by local school representatives.

At the end of the school year, the guidance workers, the administrators, and the in-service committee of the local teachers' association will evaluate the work done along this line to see where improvements can be made and consider teacher-suggested provisions for the program for the coming year. Good guidance procedure develops only when the basic problems are faced and examined in a cooperative atmosphere. It is our desire that this school system meet more adequately the needs of boys and girls.

CHAPTER FOUR

The Public and the Program of Guidance Services

Let us assume that a school or school system has just inaugurated an extensive program of guidance services. The program itself is a sound one but there has been a great deal of controversy over the addition to the budget. Many taxpayers feel that this expense is not justified, claiming that such a program is not needed by the community. It is clear, from the arguments used by members of the public, that there is little knowledge of the function of a guidance program. Many citizens feel that it is just a waste of money and makes no real contribution to the students' education. Therefore, the problem is to establish good public relations and to provide an appreciation of the need for good guidance services in the school.

I Bases of a Sound Public Relations Program

It is obvious that the school described above has failed to maintain a good school-community relationship. The school first erred in moving too fast for the community and setting up such a program without public

support. The answer to such a situation cannot be found overnight. The establishment of good public relations is a long, slow process, but nevertheless it can be attained.

Dr. James H. Fox[1] maintains that there are three objectives to any public relations program. Stated in three words they are, *understanding, sympathy, and participation.* Understanding is the first objective and the prerequisite of the next two, but all three are essential to the establishment of good public relations.

In order to establish this better school-community relationship, the school and community must first become better acquainted. Through the students, the parents, the teachers, civic clubs, newspapers, and the like, the community can learn the goals of the school. If the contacts are handled adroitly the school will gain understanding and sympathy.

Further, members of the community need to have an active part in the overall guidance program. How much a part they have is left to the decision of the administrator, but participation is a vital factor in desirable public relations. If the community has a part in the planning and appraisal it is less likely to criticize the program.

Public relations is a continuous process. It must be carried out consciously and deliberately. With this in mind, let us turn to the problem of getting our guidance program accepted by the community.

First, we must determine whether or not the faculty is behind the guidance program. The good will of the teaching staff can make or break the program. Teachers must know the purposes and goals of guidance; they must be sympathetic and enthusiastic about the program. Here the important job is to secure participation of the

[1] As given in Frohlich, Clifford *Guidance Services* *Smaller Schools.* 291.

teachers in the formulation of the program and in the in-service training activities. The administrator and guidance director or counselor must make a deliberate effort to interpret guidance services to the faculty.

The attitude of the students, too, has a very important effect on public relations with the community. Does the student understand the guidance program? Is he aware of the opportunities that are available to him through the guidance services? Or is guidance, to him, merely taking a bunch of tests that are locked away and forgotten? Is the guidance counselor just someone he has to see when he gets into trouble? If used properly, guidance services can be of tremendous value in establishing good public relations not only for the guidance program itself but for the entire school.

Parents, as a whole, are vitally interested in the welfare of their children. Consequently, if they are aware of the possibilities of a good guidance program, parents are quite likely to support it enthusiastically. A handbook of guidance services or letters explaining the guidance program could be sent home in order to reach the parents who are not active in the P.T.A.

Public relations with the community can be aided by having outstanding men from the community speak to the students concerning their various occupations. A career conference is a good opportunity to invite to the school men and women from many different occupations. Not only can this be a rich experience for the students, but it gives laymen a chance to participate in school activities. Psychologically, it flatters a business man to be chosen to speak at such an affair. The flattery wins his good will and as a consequence public relations are improved. Contacts with the community through placement, referral of students for special help, and obtaining local

occupational information can be of great aid in establishing a foundation for desirable public relations.

Setting up a new program is a complex social enterprise, demanding the highest skills in human relations. A school can grow only as the community grows, and no faster. It is the job of public relations to keep the school and community growing together. Without this mutual growth, attacks on various aspects of modern education will continue.

A good public relations program operates on five basic assumptions: (1) directed time and attention must be given to the program; (2) public relations must have some centralization and also some definite allocation of responsibility; (3) the public relations program must be continuous; (4) the program must secure participation of all persons who are affected by it; and (5) continuous evaluation of what is being done must be provided.

Let us now turn to some of the specific means that may be used to promote satisfactory public relations.

II The School Newspaper

The school newspaper can definitely aid in the public relations program. Students must be informed, and what better medium is there to reach every student? The newspaper offers many possibilities in promoting an understanding of the guidance program.

The editorial section can be effective in disseminating information and creating attitudes. It can arouse sympathy and stimulate participation and cooperation in the program. Editorials can be written on vocations, job opportunities, colleges, trade schools, curriculum, extracurricular activities, and the counseling program.

The news section of the newspaper is also important in meeting these objectives. News items on registration

day, career day, and club and homeroom activities are of interest to students.

The newspaper can also carry as a regular feature an article entitled "Alumni News." A column of this kind will let students know what graduates of recent years are doing and will give them an indication of the type of activity in which they may be engaged after they have graduated from high school.

III The Community Newspaper

It is recommended that the community newspaper carry a school news section. Often the newspaper carries only those articles having to do with sports and major school board issues. If the community is a relatively small one, the newspaper can very easily carry small bits of school news in a special section given over to the school.

It is quite common for parents to complain that they do not know what is going on at school; their children fail to bring home the school newspaper. Also citizens who have no children in school have no access to the school paper and are likely to lose interest in the schools unless they know what is going on. A school section in the community newspaper will do much toward creating understanding, sympathy, and participation in the total school program.

To further a better understanding of the school's problems and program, it is well to enlist the services of the community newspaper by a personal contact with the editor and his staff. In most instances, they are eager to cooperate in this venture. A two-way street is usually devised, if an open invitation is extended to this business man and his employees to visit the institution

at any time. Arrangements can then be made for the guidance director or school principal to write a series of informative articles on the activities of the school and its personnel. This theme should be closely coordinated with articles of a similar nature which are published in the school newspaper. Over an extended period of time, this procedure will bring about a better community and parent understanding of the school as well as of the guidance services.

IV Home-School Relationships

If the parents feel they are a part of the school, they can be given more responsibility in the activities of the school and more specifically in the activities of their children in the school. It is well to give parents the consideration of consulting them concerning the work of their offspring.

Parents of the failing students probably would be consulted first, but this program should reach parents of all students in the school. Each six weeks the teachers can be asked to list the names of those students who are failing in their courses. This list is given to the guidance director and he in turn consults the parents by telephone or by letter. The parents are invited to school to discuss the situation early enough in the year that some improvement may result from the conference.

Letters to parents in regard to testing and other matters pertaining to the student are also helpful in improving the public relations aspect of the guidance program. Some schools make it a practice to issue several letters a year to parents informing them of school matters which should be of concern to them.

Three-way counseling, that involving parent as well as student and counselor, has much to commend it. Many

decisions, necessarily involve both student and parent. In some schools parents are invited to sit in on interviews between student and dean or student and teacher-counselor. If they wish they may participate in these conferences. The invitation to parents is often extended by means of a letter stating that there is a need for a parent-student-teacher interview to discuss test results or some problem which the student faces. The letter points out the benefits from a joint discussion and urges the parent to accept the invitation. Many specialists feel that three-way counseling has a distinct advantage over two-way counseling in that both parents and pupils gain a better appreciation of the problem and the activity of the school toward its solution.

Home visits are a part of the guidance program in a number of schools where the administration of the program is organized around a small unit such as the homeroom. Every teacher in high school cannot be expected to visit the homes of his 150 students, but a homeroom teacher can visit the homes of his students, particularly if he remains adviser to the same group over a period of years.

V The Parent-Teacher Association

During the past year, one school Parent-Teacher Association devoted three monthly meetings to an examination of guidance functions. In the first of these meetings, a student panel gave indications of the areas in which it felt help was needed and pointed out the ways in which the students had been helped. In the P.T.A. program, members of the guidance department illustrated the various avenues through which a student might receive help. In this meeting, typical case studies were presented and parents were told just how the stu-

dent could receive assistance in various type of problems. The third guidance program was unusually successful. It was devoted to informing parents of educational and job opportunities so that they could help their children choose what they would like to do after finishing high school. After a general over-all picture was presented, small discussion groups were formed. Representatives of various types of colleges, businessmen, and members of community service clubs led discussions.

Advance notices of these meetings were sent to the parents so that they would know the types of programs being presented. In addition, the grade schools announced the programs so that those parents could attend.

In another community, the parent-teacher organization recently put out a twelve-page bulletin regarding school activities. Not only was this bulletin informative to the public in general, but it created interest and sympathy, and provoked the active participation of parents in the school's program. It is recommended that a bulletin of this kind be considered as a P.T.A. project.

Local or out-of-town speakers, panel discussions, and school and community projects sponsored by the P.T.A. are other means of improving public relations.

VI Open House

An open house program in conjunction with a school play or party can provide the social setting for a get-together of parents, pupils, and teachers. The open house could be from seven-thirty to eight-thirty, followed by the play or party. Refreshments would be served to all the guests in the cafeteria. Faculty members could be in their classrooms and have on exhibit a sample of the work of every pupil in that subject area. This meeting could serve the dual purpose of acquainting the parents

with work in the various areas and of exhibiting what the guidance services are and what their contribution can be toward the training of the whole child. Examples of mental, achievement, and aptitude tests, local vocational information, and illustrations of the school's orientation program as well as classroom work would be exhibited. Students, of course, would accompany their parents to this function. An all-out effort to get one hundred per cent attendance at such an affair could be made by publicity methods, letters of invitation to the parents of all the children in the school, announcements in the local and school newspaper, and personal contacts, if possible, by means of visitation or telephone call.

VII Follow-Up Studies

Many high schools have never made a follow-up study of their graduates. It is recommended that studies of this kind be made every five years. The responsibility of such studies need not rest entirely on the counselor. A faculty committee or a committee of faculty and students can very well handle such a study.

A follow-up study aids public relations because it impresses graduates with the school's continuing interest in their welfare, and will naturally make former students sympathetic to the present efforts of their school.

VIII Community Surveys

This last year saw the first community survey made in a small town. It was made by the business education teacher to fulfill part of the requirements for an advanced degree and was limited to a study of employment in the local business offices. The experience of making such a survey proved valuable not only to the one con-

ducting it but to the school as well. The survey made personal contact with employers and employees and explained the purpose of the survey.

Indirectly this survey also contributed to the public relations aspect of the guidance program. Businessmen and business employees felt that they were participating in school affairs. The cooperation extended the teacher conducting the survey proved that favorable attitudes were created. Business students also helped in making the survey so they too received benefit from participation. They talked with employers and employees and gained some familiarity with office occupations.

The survey as a technique can be profitable to departments of the school other than the business division. For instance, the social science department can survey housing, city government, and recreational facilities in the community. Any time that the school makes worthwhile contact with the community, it is aiding the public relations of the school and of the guidance program.

IX A College and Careers Day Program

Another method of projecting a favorable public reaction to a school's guidance program would be in the initiation of a college and career program each spring. This project requires careful planning in that the future needs and interests of each senior should be considered. Local industrial concerns can be asked to send representatives of their business to this meeting to talk to pupils about employment opportunities in the various firms.

As a rule, colleges are eager to cooperate in a venture of this kind, if they are notified far enough in advance. This program could begin with a forty-minute general group meeting of all prospective graduates in the auditorium, after which the college representatives could go

to assigned classrooms where the students could meet them on a more individual basis. The seniors would be dismissed from all their classes for that day and the classroom teachers would act as hosts. All participants would have lunch as the guests of the school. Parents could be invited to attend this program. Normally such a day could be arranged without too much difficulty.

X Faculty Meetings

The attitude of the teacher toward the guidance program in general affects his participation and cooperation in it. The principal-counselor should make a deliberate effort to interpret guidance services to the staff. He should enlist the aid of all the teachers rather than trying to do the whole job himself. In the past, too often, teachers in the school have not been considered a part of the guidance program. Consequently they have been apathetic toward guidance and the role they play in it. The guidance program at a school will never function to its highest capacity as long as this type of situation exists. The faculty meeting can be an excellent medium for giving impetus to the public relations program if the principal recognizes the important role that teachers can and should play in the guidance program.

XI Techniques for Informing Others About a School's Guidance Services

Miss Marjorie McLeod of Leyden Community High School in Franklin Park, Illinois, has prepared a number of interesting charts for informing various groups about a school's guidance program. They are reproduced here since they may prove very suggestive to others in meeting this same problem.

I. TECHNIQUES FOR INFORMING BOYS AND GIRLS

Oral Presentation	Written Presentation
Teachers and the guidance staff tell about the program as part of orientation procedures.	Student handbook giving full details placed in hands of every student.
Information given in regular classroom situations.	School newspaper used as medium for dispensing useful guidance information and telling how to get more help.
Teacher referral of children needing special help.	Descriptions in school and local newspapers of the guidance activities in the school.
One student tells another about the guidance services.	Provision of many appropriate books in school library to help students become more interested in seeking solutions to problems.
	Preparation of mimeographed material to tell boys and girls more about their opportunities for getting special help.

ABOUT A SCHOOL'S GUIDANCE SERVICES

Through Demonstration	Through Participation
Inspection of guidance offices as part of the orientation program.	Group and individual testing.
School assemblies.	Group services and individual counseling.
Motion pictures and film strips.	Making use of the counselor as a consultant for problems set up in the classroom.
Bulletin board and showcase displays of guidance significance.	Taking school trips organized in line with students' special interests.
Guidance materials prominently displayed in library.	Establishing clubs or interest groups on the basis of results of interest inventories, etc.

2. TECHNIQUES FOR INFORMING PARENTS

Oral Presentation

Telling about the school's guidance services at meetings of parents.

Telling about them through home calls.

Boys and girls may be the agents who tell parents about special services.

Parents tell one another and their neighbors.

Outside speakers on teen-age problems increase awareness of children's needs for guidance services.

Written Presentation

Letters to freshman parents tell of the guidance services the school is prepared to offer.

Other letters and reports to parents, such as those which are frequently prepared by the superintendent.

Pamphlets pertaining to health, etc. are sent to the home.
When special medical exams or X-rays, vaccinations, etc. are offered, letters are sent to the homes.

Special emphasis given to parent-teacher conferences in the newspapers.

Complete coverages of certain types of guidance activities in the local newspapers.

Special column, "Know Your High School" in the newspaper.

ABOUT A SCHOOL'S GUIDANCE SERVICES

Through Demonstration

Emphasizing guidance in "Open House" programs.

Dramatization of the way teachers and parents can work together given for P.T.A.

Planning school tours which emphasize all the aspects of guidance services—health, vocational, educational, etc.

Arranging bulletin board and showcase displays of school records, tests, interest profiles, etc.

Through Participation

Home visits.

Attendance at P.T.A. meetings.

Attendance at parties or meetings especially arranged for particular groups of homeroom or classroom parents.

Individual and group parent conferences.

Providing opportunity for *them* to use the resources of the school.

Inviting parents to serve as members of teacher parent guidance committees.

Making use of parents as consultants for "Careers Day," etc.

Making use of parents as members of committees to plan "College Day," "Careers Day," etc.

3. TECHNIQUES FOR INFORMING OTHER TEACHERS

Oral Presentation	Written Presentation
Helping to interpret the activities and purposes of the guidance services department through in-service training with an emphasis on needs of boys and girls.	Preparing duplicated reports for teachers of surveys made. (Example: follow-up studies, placement, drop-outs, college success, etc.
Holding personal interviews with teachers regarding individual children.	Providing teachers with a good library of books and pamphlets on guidance subjects.
Meeting with the elementary school teachers and principals to secure their cooperation in the high school's program of orientation.	Sending letters or bulletins to the elementary school teachers from time to time describing phases of the high school's guidance program that may be of interest to them.
Arranging for the high school's counselors to speak at grade school faculty and P.T.A. meetings.	Sending reports of high school progress back to the grade schools.
Devoting several high school faculty meetings each year to reports of, and discussions about, guidance services.	

ABOUT A SCHOOL'S GUIDANCE SERVICES

Through Demonstration

Presentation of actual case studies to show how help is given.

Putting into the hands of teachers typical tests and interest inventories that are being used.

Inviting elementary school teachers to visit the school, giving special emphasis to showing them the tools used in guidance services department.

Inviting elementary school teachers to attend special lectures, workshop, or guidance meetings at the high school.

Through Participation

When new procedures are contemplated, bringing *all* the teachers into active participation in planning.

Appointment of a guidance committee made up of regular classroom teachers and counselors.

Delegating certain functions, such as college counseling, placement, etc. to regular classroom teachers with special qualifications.

Seeking cooperation of elementary school teachers in submitting cumulative records to the high school.

Organizing joint educational councils of the grade and high school teachers.

Organizing joint elementary and high school study groups on children's problems.

4. TECHNIQUES FOR INFORMING THE COMMUNITY

Oral Presentation	Written Presentation
Supplying speakers for local service clubs, women's club, lodges, etc.	Full accounting of utilization of community resources in the local press.
Placement counselor interprets his program through personal contacts.	Series of articles in local newspapers called, "Know Your High School."
Utilizing the varied opportunities that teachers themselves have of *telling the* townspeople about the work of the school.	Articles about follow-up studies of graduates will appeal to many readers.
Making use of radio facilities where available.	Articles about the placement services of the school and employment of the graduates should be submitted to the community newspapers.
Inviting the clergy of local churches to participate in child-study conferences and telling them the objectives of the school's guidance services.	Distribution of pamphlets about the school's program of guidance services.
Inviting police officials to visit school when topics of interest to them are to be brought out in faculty or parent conferences.	Informing adults through the press of the school's movie schedule, extending invitation to them to attend.

ABOUT A SCHOOL'S GUIDANCE SERVICES

Through Demonstration

Inviting groups such as the local manufacturers' association or various service clubs to tour the school.

Planning student tours of community services and industries and interpreting the purpose to the townspeople participating.

Planning an "Open House" Program which will attract adults other than parents.

Making use of store windows in town to display pictures and other materials which will tell something about the guidance services of the school.

Through Participation

Making the resources of the high school available to adults wherever possible.

Using businessmen as consultants for various faculty planning committees, such as curriculum, industrial arts, business education, guidance services, etc.

Using townspeople as members of an educational council to meet either with school board or faculty.

Assisting adults of the community in the formation of special interest groups of their own.

Asking for special aid from business people in helping in an individual adjustment problem.

Using townspeople as speakers and consultants for advisory programs.

XII Conclusions

The following points sum up the problem of public relations and the guidance program:

1. Good relations must be promoted.
2. We must realize the effect of all that we do.
3. The task of public relations is a continuing one.
4. We should all know what we are trying to do.
5. The results should show whether we are doing the right kind of job in the community.
6. We should try to work out some definite plan and allocate responsibility so that a few do not do the job of many.
7. We should all be aware of the task we are trying to perform in the direction of employing public relations to advance the program of guidance services for boys and girls.

CHAPTER FIVE

Pre-Admission and Orientation Services

Pre-admission services for students refer to those activities performed in the interest of the entering student before his actual enrollment in a given unit. Orientation services are those carried on after a student's admission as a part of helping him become adjusted to his new surroundings. Normally, the more adequate the program of pre-admission activities, the more the orientation program can be concerned with a long time program of adjustment. Conversely, the less adequate the pre-admission program, the more responsibility falls upon the orientation program to aid the student in making his immediate adjustment. Further, the younger the pupil, the more pre-admission activities will be directed to parents; the older the student, the more these services will be of direct concern to him.

Pre-admission and orientation services are needed by new teachers and staff members as well as by students new to a school. Pre-admission services to teachers can well begin before the new teacher is offered a contract, by supplying him with frank, honest information about the community, its schools, and the emphasis in the

educational program. A later service would be helping the teacher to find adequate housing. The orientation program may include a pre-school conference of several days, during which the new teacher begins both his personal and professional adjustments. If the teacher is assisted in making his adjustments by pre-admission and orientation services, perhaps he in turn will exert every effort to provide appropriate services for his students.

I Pre-Admission Activities in the Elementary School

In an elementary school, whether such school starts with kindergarten or first grade, the program of pre-admission activities for the beginner should start with the mother the spring preceding the child's entering school. The names of those children eligible to begin work in the fall can be obtained from the school census.

Group Meetings

Some elementary principals have an afternoon tea for the mothers of these children in late April or early May. Mothers are encouraged to bring their young children along, and they are cared for during the meeting by high school girls under the direction of the school nurse. This meeting has several purposes: to aid the mothers in becoming acquainted with the principal and the teacher or teachers of beginners and with other mothers; to give information to the mothers as to desirable methods of preparing children physically, socially, and emotionally for the experience of starting school; and to receive from the mothers information that will aid the school personnel in beginning to understand the child.

It is quite an advantage to have some mimeographed material to give the mothers to take home, where it can be studied by both mother and father. Some suggestions that are often incorporated in such a bulletin deal with such matters as the importance of a physical examination of the child, including general tests for vision and hearing, the kinds of clothing that seem appropriate, the importance of having the child become accustomed to being away from home for increasing periods of time, perhaps even including the experience of spending a night with friends or relatives. Any such information should be written in an informal, interesting, and non-dogmatic fashion.

Time may be taken in this group meeting to have mothers fill out a short questionnaire to supply information as to the child's health and developmental history.

Individual Conferences

It is extremely valuable to arrange short individual conferences with as many mothers as possible following the group meeting and before summer vacation. The mothers of crippled children and children with handicaps of any kind should be included first in such a program. Whenever possible one should have individual interviews with all mothers.

Too often no provision is made for pre-admission service to students transferring to an elementary school at any other level than the first grade, either at the beginning of or during the school year. Here is where mimeographed material may assist the child and his parents in acquiring information which will aid in his satisfactory adjustment to the new school environment. In the case of those transfer students about whom little

can be discovered through the available records, it is often of great value to administer some tests to help in their satisfactory placement.

II Pre-Admission Activities in Junior and Senior High Schools

In the transfer of students from elementary to junior high school, from elementary to high school, or from junior to senior high school, it is usually the responsibility of the receiving school to initiate cooperation with the contributing school or schools. A bridge needs to be securely anchored at both ends. The bridge can be started, however, from both ends simultaneously. Often meetings are held with the students at the contributing school at which time their acquaintance with the new school is begun. It is usually better to have the testing program administered in the school where the pupil now feels at home. The information obtained from the records and tests, supplemented by a student questionnaire, will aid the guidance workers in helping the students choose courses, and directing their assignment to special sections of subjects, where such exist.

Parents should be made a definite part of a pre-admission program in a modern secondary school. Parental ambitions for sons and daughters may be unrealistic. Frank helpfulness on the part of school workers in promoting understanding of a child is often more readily accepted at the beginning than when the student has been in attendance at a given unit for some time.

In a medium-size township high school in a metropolitan area, individual pre-school conferences were held with the parents of one-half of the entering high school students. The results of this experiment showed that the

children of counseled parents had an apparent and statistically substantial advantage over the children of uncounseled parents. The policy of this school now includes individual conferences with the parents of all entering students as well as annual follow-ups.

Visiting days should be arranged at the receiving school during the spring preceding a student's admission. Information can be presented by printed material and by the spoken word as to the building, the school program, the program of student activities. Also it is well to state what is expected of enrollees. Students can play a significant part in such a program. Some illustrations of actual practices will be cited herein, in the hope that they will be helpful. Such practices should be considered as suggestive only.

III Organization of Pre-Admission Activities in One Junior High School

A Junior High School has an enrollment of 700 students. These include 275 ninth-grade students, 225 eighth-grade students, and 200 seventh-grade students. These students come from five elementary schools within the city. The home conditions of the students vary from families of very limited means to those of considerable wealth. The facilities of the school are adequate to handle the present school population. A substantial increase, however, would have an undesirable effect upon the fulfillment of even the present educational program.

In the past very little guidance was given to pupils below the junior high school level. It was taken for granted that all students would go to junior high school, so guidance in the elementary grades was neglected. Today, however, the value of an elementary guidance pro-

gram is becoming apparent. Records show that almost a third of the pupils enrolled in the primary grades drop out by the time they finish junior high school. It takes little thought to conclude that a pupil's later scholastic success depends largely on the foundations received in his early years. Also, certain habits and deficiencies that are developed in the early years cannot readily be changed in later personnel programs.

By the time a student reaches junior high school a guidance background should be a part of his educational experience. If this is true, his chances of becoming a well-informed individual have been enhanced.

The pre-admission guidance program between an elementary school and a junior high school is the responsibility of both institutions. They must work together in order to insure the success of such a program. How can this be done? One of the more important elements of this program is the compilation of personal data on each incoming junior high student. These data consist of: first, a continuous record of attendance, achievement, interests, and health information; second, records of periodic surveys of intelligence, educational and aptitude inventories and prospects; third, psychological and psychiatric examination records (provided trained workers are available.) The cumulative folder is the beginning tool of the junior high school guidance personnel.

How else may the elementary and junior high school cooperate? Judging from questionnaires given to students coming into junior high school, the greatest apprehension seems to stem from unfamiliarity with the new building. This can be overcome by a preliminary exploration and investigation of the new situation. The exploration can be accomplished in the early spring preceding enrollment by setting aside as many days or

periods as necessary to acquaint prospective seventh graders with the building. In preparation for the visit to the new school, the instructor in charge of the junior high school guidance program should visit each sixth grade class to acquaint it with the junior high school and answer any questions that may be asked. Pupils are then shown a diagram of the school and possibly even assigned seats in the auditorium where they will meet with the junior high school principal in preparation for a tour of the building. When the students arrive they are given a printed sheet which tells them what is expected of them in regard to their conduct in the auditorium. The principal then discusses the contents of this sheet. They are then taken on a tour of the building by student ushers and monitors. Upon completion of this tour the students are invited to attend all junior high school plays and special programs that will be given during the remainder of the school year.

Before the end of the sixth grade each student is asked by the sixth grade teacher to write an autobiography, which is included in his folder. The autobiography helps the junior high teachers become better acquainted with the new pupil.

IV Pre-Admission Activities in a Four-Year High School

This program of pre-admission activities is being carried on in a four-year high school with an enrollment of 850 students. The entering ninth-grade students come from three public and four parochial schools. In April the high school principal visits each of the contributing elementary schools. He takes with him a student leader, usually one who has done his elementary work in the

particular school being visited. The principal briefly tells about the general organization of the high school, pointing out some of the differences that exist between elementary and high schools. A mimeographed bulletin describing the various courses of study, requirements for graduation, and the subjects offered is distributed and discussed. Subject selection sheets and personal information questionnaires are also handed out and are to be filled in after the pupils have conferred with their grade teachers and parents. The student representative extends the greetings of the high school student council and briefly discusses the extracurricular program. The meeting is concluded with a question period.

During the first two weeks in May, personal conferences between the parents of the entering students and members of the high school staff are scheduled at the parents' convenience at the high school. At these conferences the parents are given information concerning the high school program and the capabilities of their children as revealed by the elementary school record, the results of the Stanford Achievement Test, and the California Test of Mental Maturity. The personality, interests, talents and ambitions of each pupil are discussed. The subject selection sheet which the pupil has previously filled out is reviewed and any desirable changes are made. A four-year educational plan sheet is started and this, together with a record of the conference, will become a part of the information in the high school pupil's cumulative folder. In general the conference is designed to get further information about the pupil, to inform the parent about the school, and to establish rapport between the school and the parent.

All entering eighth graders are invited to a special program held toward the end of May. This program is

planned by the class counselor and a student committee selected by the student council. The major purposes of this program are to make the incoming pupil feel at home and to acquaint him with school traditions, regulations and the extracurricular program. The program consists of two or three numbers by the freshman chorus, talks by student leaders on the opportunities and values of participation in student council work, athletics, intramural activities, musical activities, forensics, dramatics, and school publications. The rules and regulations are emphasized in a skit prepared by the student committee and presented by freshmen. The program is concluded by the vice-principal who assigns the eighth graders, by schools, to student guides who then conduct their respective groups on tours of the building.

V Orientation to a Junior High School

With the completion of the pre-admission services in the spring the next step in the guidance program is the orientation services in the fall. The entire first day of the new school year is devoted to the orientation of the new student. On this day the new students meet in the auditorium and are greeted by various members of the faculty including the principal. They are given their programs for the year and maps of the building, both of which are interpreted for them by the guidance director. This is followed by a tour of the building to familiarize the new students with the building plan and to aid them in finding their way from one class to another. Much confusion and frustration is avoided when students are acquainted with the building plan before the first day of classes. Upon completion of the tour the students are taken to their respective homerooms to become acquainted with their homeroom teacher.

This first homeroom period provides for further discussion of individual programs, an explanation of the usher and monitor system of the school, and the introduction of students to each other. Also at this time the homeroom teacher assigns locks and lockers and instructs the pupils in their use and care. Upon completion of the locker instruction, the pupils are given student handbooks. These handbooks serve as a further means of orientation and are invaluable to the student throughout the whole year. The handbook and a discussion of study habits constitute a major part of the homeroom program the first month of school.

Upon entering the junior high school, each student is assigned to a counselor whose main function is to advise and guide him. It is the responsibility of the counselor to acquaint himself with the pupil at the earliest possible opportunity. He will do this through a personal interview and a study of the individual's cumulative records.

The orientation service is not one that ends at the completion of the first day, week, or month of school; but continues through the homeroom, the classroom, and through individual counseling periods for the entire time the student spends in this school.

VI Orientation to a Four-Year High School

On the first day of school all students report to their homerooms. They had been to school the previous week to pay their fees, obtain their books, and receive their locker and homeroom assignments. In the homeroom they are enrolled the first day and are provided with a copy of their daily programs. Necessary instructions for the day are then discussed by the homeroom teacher. This initial homeroom period is followed by an all-school as-

sembly at which the principal welcomes the students and introduces the school president who discusses the student council program. The vice-principal concludes the assembly with a discussion of the year's extracurricular program. At the second meeting of the homeroom, which is held the following morning, each freshman is asked to introduce himself to his homeroom group. By the end of the following week the homerooms elect their representatives to the student council. The activities of the first week are concluded with an all-school mixer held on the first Friday evening.

During the first two weeks of school the ninth-grade citizenship classes, in which all freshmen are enrolled, make an intensive study of the student handbook. There is close correlation between the work of the citizenship classes and the ninth-grade guidance program. The purposes of the guidance program are to help the student become adjusted to high school and to aid him in planning his remaining three years to best suit his interests, abilities, and needs. During the first semester every freshman is given three aptitude tests — academic, mechanical, and clerical; three achievement tests — arithmetic, reading, and science; and a vocational interest inventory. The results of these tests and their implications for his educational plans are discussed with the student by his homeroom teacher in a personal conference. In addition the student confers with his class counselor at least once each semester.

VII A Beginning Teacher's Criticism of Pre-Admission and Orientation Services in his School

To illustrate how careless planning on the part of the school administrator can prevent pre-admission and

orientation services from being as useful as they should be, the following was prepared by a teacher new to a school. This school was said to have a pre-admission and orientation program.

Because I have had only one year's teaching experience, my reactions to the present school situation may be based on inadequate information. However, I intend to return to the same school next year and would like to see a more extended program of orientation initiated. The current enrollment totals a few over five hundred students, with prospects of a great increase within the next two years.

At present, the eighth-grade students converge on the high school (a community school encompassing several rural schools and three parochial schools, in addition to the local junior high) en masse on a sunny Friday in April to take tests — primarily academic aptitude. They return again in May with their parents on a special evening set aside for "pre-orientation." A few of the department heads issue words of welcome, and students follow up with general information on clubs and extracurricular activities. The greatest time is used by the coach who tactfully explains (to parents, especially) the cost and safety of football equipment. The principal adds a few serious words, and the *planned* program is over. At this time a tentative schedule is checked on mimeographed sheets by parents and student for the coming year and given to the deans. Other masses of printed material are distributed and department heads are available to answer questions.

This last is a most chaotic arrangement. Mobs lunge into various corners of the hall in pursuit of those oracles who have not been previously "formally" introduced. People from outlying districts who do not recognize the faculty on sight are in no worse a situation than those who can — since the various teachers are rapidly lost in the crowd.

The idea itself is good. What is needed is a more organized meeting and a more adequate and orderly arrangement for consulting the staff on specific questions. Most of the incoming students are familiar with the structural details of the building as it is the center of well-attended sports functions, plays and the like.

However, the adequate information about these students which would assist the deans and faculty in the fall is sadly lacking.

As it is, the limited information already possessed is not easily referred to. Questions asked of older teachers about the students are generally answered on the basis of prejudices formed in association with older brothers and sisters, parents, and the family's standing in the community. I feel that there is a great need for a more extensive testing program, preferably administered when the student is still in eighth grade. This should include, in addition to academic aptitude tests, achievement tests, interest inventories, personal information, and — if possible — brief anecdotal records from previous teachers. In considering the student's program, these should be used as a general guide, and most important, the information should be organized, filed, and made available for *any* future reference.

A more immediate problem, in this particular situation, is the student's first week in school. He plunges through the front door and from then on must shift for himself. Any freshman is capable of asking directions — but the vast, sudden strangeness that looms so large can intimidate the most volatile student. The members of the faculty are there — but quite nicely absorbed by the mass of organizational details of another year.

This year's student council recommended a special freshman day — with council members present to assist the new students and to give them a chance to find their way through the routine before being submerged by upper classmen. This was tried four years ago, but discontinued for reasons unknown. I recall my own experience of strangeness, anxiety, and dread and feel that every student should be spared such torture. A special day for incoming scholars is a necessity.

More should be done than on just this one day however. Interviews should be scheduled for the first month when any new problems could be discussed with the counselors and teachers. Interest, friendliness, and understanding are needed by the students. The student council is always present for questions of the usual nature, but such "big wheels" are often too forbidding to the more timid freshman.

Some social function — a picnic, dance, or "initiation" party — should be held for the freshmen alone — the more informal, the better. Homeroom periods are now conducted only in emergencies, perhaps once or twice a year. If these could be held

regularly it would help assimilate the members of the class and foster a happier introduction to strange faces.

The first units of study in *all* freshman classes should also devote time to orientation. The English classes are doing this by giving practice in use of the library. Social studies courses and science as well could emphasize an understanding and appreciation of the individual. History and civics classes could relate national and local current events to the students and point out methods of personal adjustment to external conditions. In the entire first year curriculum there should be an integrated program aimed at the satisfactory orientation of the freshman student.

Pervading the entire program should be a feeling of welcome. When the student recognizes a sense of being wanted, of being interesting, of being a *person*, his whole future in high school should look much more comfortable and enjoyable — and such special attention should last approximately four years.

VIII A Carefully Planned Program of Pre-Admission and Orientation Services

We shall conclude this chapter with an illustration of a vital program planned to help new students adjust to a suburban high school. There will also be some criticism of this program so that it will not be considered necessarily a model one. This, too, was reported by a teacher.

This high school is located in a suburb outside of a large city. The anticipated enrollment for September is 1250, which is double the number it had just eight years ago. Because of this rapid growth, the guidance program has undergone many revisions and extensions which, fortunately, seem to be working to the students' advantage.

The faculty likes to think of itself as working in a guidance-minded school; at least, one which is constantly trying to improve its methods of attempting to ascertain and meet student needs. In addition to a three-weeks'

summer workshop for teachers prior to the opening of school, (during which time they are paid,) further in-service training is offered during the school year; and more than three-fifths of the faculty have voluntarily joined groups in the fields of child study and group dynamics.

Existing Pre-Admission Functions

The freshmen come from approximately sixteen public and parochial elementary schools. These schools cooperate very well with the assistant principal and the deans, who visit their schools several times each spring for the purpose of testing and enrolling eighth graders. Scholastic aptitude and achievement tests are administered, and various types of curriculum information and enrollment blanks are distributed. Every effort is made to answer the students' questions and to help them with their educational plans.

Student leaders from the high school also visit the eighth graders and talk to them and answer any questions they may have about the high school. Whenever possible, an attempt is made to bring back graduates of the particular grade school being visited, and a few freshmen of the class just before them are also invited. Motion pictures showing "A Day at School" are presented to them. The school yearbook, newspaper, and scrapbooks showing pictures of school activities are also shown.

Cumulative records, varying in completeness, are furnished to the high school by the grade schools.

Round-Table Discussions

The wire recorder has come to play a prominent part in the orientation program. The psychologist goes out to

each school and arranges a round-table conference with the principal, guidance person (if any), and all the teachers who are acquainted with the graduating eighth graders. The wire recorder is placed in the center of the table, and each of the graduates is discussed in an informal way. The talk centers around the emotional and social development of the pupil, rather than the academic, with emphasis on how the children apply themselves, their emotional and social attitudes, family backgrounds, and relationships between school and parents. It is believed that this spontaneous conversation by several persons who have been in contact with the child is more helpful than mere rating scales.

These round-table discussions are then transcribed and made a part of the students' confidential records. Copies go to the respective deans; interested teachers may examine them but not take them out of the office where they are kept.

The value of such records, if not used unwisely, can be readily seen. Teachers and students alike benefit from the use of the data in scheduling. If it was learned that John will not do his best work if he is too close to Bill, those boys are separated; and the girl with withdrawing tendencies is placed in a homeroom and in as many classes as possible with those who have proved themselves to be her most sympathetic associates. Boys who seemed to work best for men teachers are assigned as many men teachers as possible.

It took seven pages of single-spaced typewriting to transcribe the recording which described a particular eighth-grade girl who demonstrated a great deal of emotional difficulty but whose parents had been uncooperative in any effort by the school to seek outside help for the child. The psychologist recognized serious mental ill-

ness and made many visits to the home to persuade the parents to allow the girl to take a special battery of tests. At first the family looked upon this as a threat; but when they began to understand that this was being done to prevent a recurrence in high school of some of the factors which were disturbing to her, they agreed. The school board paid the $25 for the tests which the girl took and even paid for the services of a psychiatrist to help in the interpretation of the results. Each teacher who was to have the girl in class was made aware of the problem and given recommendations for meeting it. The girl came to school a few days before Freshman Day to meet her teachers and to have a tour of the school and appeared flattered with the attention.

With this help in understanding the girl, the teachers were able to guide her through the entire school year, and there is common agreement that she made tremendous growth during this period. Her core teacher, who had her in class for two periods and homeroom, said that she would have been at a complete loss to know what to do about the girl's unusual behavior without the aid she was given. Had the school not learned about this special problem through the recorded round-table discussion, most of her teachers believe it would have been impossible to keep her in school.

Freshman Day

Time is spent during the Teachers' Workshop in August to make final plans for Freshman Day. Most of the program itself, however, is carried out by student leaders, who hold several meetings with the teachers to plan the affair, which is held on Wednesday or Thursday of the week preceding the opening of school. The freshmen arrive at noon on the appointed day and are ushered

by student guides to their assigned homerooms. After a welcome by their homeroom teachers, they all attend an assembly in which the principal talks briefly, student leaders describe school activities which are open to freshmen, and some of the school traditions are discussed. Next they go through an abbreviated schedule of classes, simply for the purpose of meeting their teachers and learning their way about the halls. They learn about the cafeteria and the three lunch periods, and then after the last class period return to their homerooms for assignment of lockers. They practice their combinations and open and close the locks several times. Finally, they go through the book line and procure their copies of the student handbook, as well as their textbooks.

The Student Handbook

Members of the Student Council revise the student handbook each year and try to include in it the information they think the freshmen ought to have. There is a diagram of the building, and a plan of the library and of bus routes. The book includes general rules of the school, the bell schedule, information about Lost and Found and the Health Service, guidance opportunities, student activities, athletics, awards, faculty, and curriculum.

Opening Day of Classes

Upperclassmen register on Tuesday, but the freshmen do not come back to school until Wednesday of the opening week of school. The same student guides are on hand at this time to help the new students find their way about the building.

Classroom and Homeroom Orientation

The same teachers are assigned to freshman homerooms each year, having been selected for their ability

and experience in guiding freshmen. Several times during the Teacher Workshop the freshman homeroom teachers meet with the freshman English and core teachers to decide just how much of the task of orientation each will undertake. It is always a function of the English or core teachers to use the student handbook as the basis of a part of the first few weeks' study. Early in the semester the freshmen write papers entitled *My First Day at School,* and many of these have suggested fine ideas for improving the pre-admission and orientation activities.

The Transfer Student

In the rush of opening week the plight of the upperclassman who has just transferred from another school is often forgotten. Provision should certainly be made for him in any complete orientation program, for if he is sensitive his problem is not so easily solved as that of the freshman. While friends are enthusiastically greeting their pals whom they haven't seen since June, they are not likely to notice the newcomer; they may thoughtlessly push past him and give him the impression that he is being purposely ignored. The Dean of Girls is aware of this need and has held meetings of the new upperclassmen and has had their snapshots placed on the bulletin board to introduce them a week or two after the opening of school, but less is done for the boys for the opening days of school. It would be well to provide each new student with a host, who would introduce him and give him the information about the school which he needs.

Freshman Mixer

During the second week of school a party for all freshmen is held, with games and homeroom competition

as part of the entertainment. This is held during school hours and usually ends with a watermelon feast. Also during the early weeks of school several organizations give parties to which freshmen are invited.

Open House for Parents

The first meeting of the Parents' Club is usually an Open House for freshman parents. In this way the parents meet the teachers early in the year. However, a plan to bring more parents into the school on other occasions is needed.

Recommendations for Improvement

Parents should definitely be brought into the preadmission program more than they are at present. It is true that they sign their children's enrollment cards, and that they receive a letter from the principal of the school, but there is a need for an assembly program and a tour of the school at a time when parents and eighth-graders can attend together. Letters from homeroom teachers expressing interest in meeting parents ought to go out early in the year. Perhaps some plan for home visits prior to the opening of school should be developed.

Another very great need at this school, is to have more adequate personal data about a student's interests and talents than it has available today. Records of intelligence and achievement test scores are readily available to all of the faculty, but the school has not yet reached the point where results of tests given by other classroom or homeroom teachers, such as interest inventories, and the like, are available at a central point. The initiation of such a personal and interest questionnaire ought to be a part of the orientation program.

CHAPTER SIX

A Program of Individual Study Services

In other volumes of this series attention is given to the problem of studying individual students and the teacher's role as both a guidance worker and as a counselor. We wish to go beyond these concepts in this chapter to give particular emphasis to the need for an organized program for the study of all pupils at all grade levels. It is too late to collect information about a pupil after he gets into difficulty. Information is needed about all pupils, not only to prevent the occurrence of certain problems, but also to aid each pupil through guidance. Such guidance should foster a more wholesome development than would otherwise be possible. Teachers not only need to understand pupils; their ultimate aim is to assist the individual in learning to understand himself. The information needed to help a teacher understand a pupil or to aid him to understand himself, deals with the student's past, his present, and his possible future. We must always think of humans as growing, changing, developing persons, with many different aspects or phases manifest in various life situations. We can consider the pupil as a person in any one of many possible

situations; academic, social, and vocational. In this chapter emphasis will be given to the use of various devices in studying individuals at various school levels, and in different school situations.

I Individual Study Services in a Junior High School

This junior high has an enrollment of 550 students. Four elementary schools send their students to this school. In each seventh grade homeroom of about twenty-five members, there are students from all four schools. This homeroom forms a unit and remains such throughout the day. All seventh grade students follow approximately the same course of study. They are given some exploratory experiences so they will be better able to choose their courses the following year. Their program consists of mathematics, social studies, English, health, physical education, speech, and music. The boys have nine weeks of cooking and sewing, the girls have eighteen. The girls have nine weeks of shop and mechanical drawing, while the boys have eighteen.

It is the responsibility of the homeroom teacher to be the adviser to his group. To do this he must know the pupils. Students cannot be understood unless they are known. As soon as or before classes have met for the first time, the homeroom adviser studies the cumulative records. These include the following information: date and place of birth; schools attended and dates; scholastic records and teachers; family background; health records; ratings on intelligence, achievement, and standardized tests; and any other information former teachers have considered important to pass on. Some of the student folders will have a wealth of information, and many

others will be lacking in information. It is the adviser's duty to supply this lack whenever possible.

The adviser cannot do the job of guidance alone; he must call upon all the teachers to whom this group is assigned. Together they review the information in each folder, noting those pupils who need immediate attention and those who need watching. Because entering a new school calls for new adjustments, the adviser must be ready if and when help is needed. At this first meeting the course of action must be planned so that all teachers will know their students not only academically, but socially, emotionally, and physically. The names of the students are divided among the teachers for home calls. These calls are to be made within the first four weeks of school. They are to be social calls, and their purpose is to bring the parents into sympathetic cooperation with the school and to give the school a better insight into the pupil's background and personality. A brief report of these visits should be shared with the faculty group and should become a part of the student's cumulative record. Other visits may be made throughout the year by any of the teachers to any home as needed. These will always be reported to the group.

During the homeroom period questionnaires are filled out by the students. These reveal hobbies, interests, activities, attitudes, and apparent talents. Samples of such questionnaires are found in general guidance texts.

In the English classes an autobiography is an early assignment. This often brings out information not obtained in the questionnaire. Because it is important for the pupil to express his thoughts and feelings, the autobiography may be a series of assignments, organized into the following parts: data about myself; data about my parents; data about my brothers and sisters; my phy-

sique, health, and appearance; my school abilities, interests and attainments; my special interests, hobbies, and favorite forms of recreation; my work experiences; my vocational plan; my special abilities. This forms the nucleus for the student's plan book, which he uses throughout the remaining years in the school system. The plan book also includes a history of his educational program to date, his likes and dislikes among school subjects and activities, his hobbies, sports in which he has engaged, his special abilities and aptitudes as he sees them and why he believes he possesses them. Following his educational plans should be his probable vocational choices and plans for vocational training. Forms for this information allow for a horizontal listing of the information with columns indicating the year. This form shows graphically his growth and changes.

Teachers keep anecdotal records for future study. A good way to begin is with one anecdote on one pupil a day and each day choose a different pupil. Anecdotes may be favorable or unfavorable. Later a series of anecdotes might be made on one pupil.

Periodic teachers' meetings are held in order to share information, discuss observations, and outline methods for handling problems. All the above information is filed in the cumulative folder.

After the first and subsequent grading periods, it is the adviser's duty to make a scattergram of the group to help determine the learning problems. A capacity achievement report is then made for those whose achievements and abilities are out of harmony. This is followed by interviews with the particular teacher and individual to determine the cause. An analysis of the interview noting reasons for unsuccessful work is recorded on the back

of the achievement report. It is particularly desirable for the pupil to analyze his own situation.

Because the homeroom meets once a day, special problems can be discussed and appointments easily made for individual interviews.

Shortly after the beginning of the second semester, each student is given the opportunity of marking a Self-Rating Chart during the homeroom period. This is merely a measuring stick for the individual student. It is followed by discussion. Why are these things important? How can I improve in a particular field?

The aim of this program is to create in every student in a homeroom the feeling that the adviser is there to advise and that he can come to the adviser at any time when he is confronted with a problem that is bothering him.

II Areas of the Individual Needing Careful Study

Traxler, in his *Techniques of Guidance*, says there are at least ten areas of the history and development of the individual pupil within which we need information for guidance purposes."[1] He further states that one of the primary functions of the counselor is to obtain from these varied factors " a developing picture of the student as a whole that has unity and proper emphasis on factors which may dominate the individual's whole adjustment."[2] These ten areas include:

(1) Home and Social Background

Desirable information in these areas includes such items as the occupation of parents, education, religion,

[1]Traxler, Arthur E. *Techniques of Guidance*. New York: Harper & Bros. 1945. p. 20.
ibid, p. 20.

health, birthplace, citizenship, and language spoken in the home. Information concerning number and age of brothers and sisters is of value here, as well as the type of community in which the home is located, and home conditions which may affect the child.

(2) The School History and Record of Classwork

This is important information, and includes the number and kinds of schools attended, extra-class activities, and any unusual successes or failures encountered which may give insight into the student and his problems. It should include also a list of all subjects taken.

(3) Mental Ability or Academic Aptitude

This will serve as a measure of the student's probable ability to accomplish the work required in most school situations, at various levels, that is, the ability usually revealed by an intelligence test.

(4) Achievement and Growth in Fields of Study

This will be important in increasing learning and in improving teaching. Also it will guide the counselor in suggesting suitable colleges or technical schools, or in recommending the student to business and industrial organizations.

(5) Health

Up-to-date information on the mental and physical health of each student is essential for effective guidance. Poor eyesight, defective hearing, color blindness, and emotional disorders are among the frequent disabilities of students. Complete and accurate health records provide an opportunity to catch such health problems and plan a remedial program for the student.

(6) Out-of-School Experiences and Particular Personal Problems

The former includes summer experiences and work experiences—type of work, duration, hours per week, earnings, and the degree to which the individual liked and enjoyed the work. The latter has to do with special problems with which students want help. It is very important that a counselor find out the nature of these problems.

(7) Educational and Vocational Interests

The pupil's interests have significance for both counselors and teachers because they give valuable clues to motivation. Although an individual's interests will change somewhat during the teen years, the teacher will want to help each pupil discover as much as possible about his interests as a basis for vocational and educational planning.

(8) Special Aptitudes

In addition to the academic aptitude record, it is important that the school have information about the special aptitudes an individual may possess. The school should know whether the individual pupil is strong in art, music, athletics, mechanical ability, clerical ability, or in some other area.

(9) Personality

It is very important to know whether or not the student is burdened with personality disturbances. If he manifests anxiety, inertia, hostility, or other negative symptoms, the counselor must know the reasons behind these maladjustments if he is to help the child.

(10) Plans for the Future

When one knows the educational and vocational plans of the student, it is possible to give his school work and extracurricular activities added meaning and direction.

III A Ninth Grade Counselor Plans her Year's Work

In a rather typical four-year high school of three-hundred pupils, approximately ninety students will be entering as freshmen in September. The first third of these (probably those whose last names begin with "A" through "H") will be in my homeroom. I shall be responsible for their guidance program during the four years of their high school course.

This business of "discovery and development" began last spring with a program of pre-admission and orientation services which dealt with the entire group. But an adequate guidance program must also serve the individual student by helping him to learn more about himself. Guidance consists of studying the individual and then helping him to develop according to his needs. Its function is to help him become well-adjusted now, and then to plan intelligently for the future.

Our school does not have an organized program of guidance at the present time, and there will be no cumulative folders of former years to which I may refer. I must begin with these people where they are, knowing very little about their backgrounds, their past achievements, abilities, interests, or aptitudes. The program must be planned and built around the facilities of my own school, and based on the needs of my own homeroom group.

I shall begin by investigating what records there are, but these will probably include little more than a record of attendance and grades. They will be available only for those of the group who have attended one of the city schools; half of the pupils will have attended one of the county's rural schools. So, in my organization of a program of guidance services, very little help can be obtained from past records.

I shall start this year, then, to compile data for each of these thirty people, and to organize in a cumulative folder a record that will give a clear picture of each student, and that may be avail-

able not only to me as their counselor, but to the administrators and to each member of the staff to the end that we shall all have a better understanding of the student, and that we shall be able to help him to understand himself and to plan for his future.

Since our program of individual guidance services cannot be complete the first year, I shall select a few of the services to begin with, and perhaps add others next year. This year we shall include the autobiography, a student data blank, or questionnaire, a self-rating chart, a testing program, a fact-finding interview, and a home visit.

The *autobiography* will be one of the first assignments. It will be written according to a suggested outline which stresses the student's opinions, likes, dislikes, and future plans. It might be similar to the outline given in Froehlich's "Guidance Services in Smaller Schools." The students will be told the purpose of the autobiography, and that it will be filed in their cumulative record, to be used later in helping them to solve their own problems. Assurance will be given them that these biographies will be treated confidentially. The pupils will be encouraged to express freely their reactions to earlier experiences, friends, family, and personal problems.

The second of the individual study services to be employed this year will be the *student data blank questionnaire*. This questionnaire will be carefully planned and administered. Its purpose will be explained to the students, and again the confidential nature of the material will be stressed, as well as the fact that this information about the student essential if the counselor is to discuss with him in later interviews his specific educational needs and future plans. In the questionnaire will be personal data, something of the pupil's family history, his economic situation, his health record, and information about his former schooling, likes and dislikes in subjects, recreation, leisure-time activities, extracurricular activities, and the like. There will also be included a few questions about ambitions for future schooling, present choice of a vocation, etc. Since this is a freshman group the list is not nearly so long nor so complete as that suggested for upperclassmen. I feel that a simple form is best for pupils of the ninth grade. Along with this questionnaire, however, each student will be given a short *self-rating chart* on which he will have an opportunity to rate himself on responsibility, study habits, social, and

work habits. This may serve to make him a little more personality conscious, and may cause him to consider which behavior characteristics are important for his future success and happiness.

The fourth individual service of my program will consist of a series of *tests*. This is one of the essentials, since we have no records at all on many of our students. In this first year's program we shall include a program of five tests: *(1) A mental abilities test*, such as the *SRA Primary Mental Abilities Test*, which is designed to measure five areas of mental development most closely related to learning ability; verbal meaning, space, reasoning, number, and word fluency; *(2) a standardized achievement test*, such as the *Iowa Tests of Educational Development*, which will supplement the class records by giving a scientific measurement of each student's understanding of and ability to use what he has learned; *(3) a vocational preference interest inventory*, designed for measuring the fundamental areas of educational and vocational interest; *(4) personal inventory;* and *(5) special aptitude tests* on an individual basis when needed.

Through this series of tests I shall obtain quickly and accurately as much objective evidence as possible about each pupil. Tests, however, should be used to supply facts which are supplementary to other evidence or to supply information not otherwise readily available. While test scores, properly used and interpreted, are a most valuable source of information, it is important to remember that they are only one of the many sources which are helpful in giving an insight into the individual. They are never sufficient in themselves. Through a carefully planned testing program it is possible to discover a pupil's strengths and weaknesses, and then to adapt the program of teaching and guidance to meet his individual needs. The use of test results has been neglected in our school. Tests are important only when their results are *used!* They may be used, along with other information about the student's home and school life, to evaluate his abilities and to help him make sound educational and vocational choices, as well as to assist him socially and personally. To be valuable, test results must be available to any member of the staff, and they must be used.

The fifth of our individual study services will be a *fact-finding interview*. Here we have more than just a conversation; we have a conversation with a purpose, in which the student and teacher are exchanging information. Several things are especially important

here. The interviewer must have developed a degree of skill in getting quickly and easily the facts she wants. A previous study should have been made of the information already obtained through the first four services, and the interviewer should have clearly in mind what facts she wishes to obtain. In the interview it is very important that the situation should be one in which the student is at ease. There must be a friendly atmosphere in which he will feel free to talk of his own problems. The personal interview will bring to light personality traits and personal problems and attitudes that have eluded other methods of study.

The last of the services which we shall include in this first year's program is the *home visit*. One of the main purposes of this is to establish better home-school relations. While home visits, as such, have never been encouraged in our community, I feel that this is perhaps one of the most valuable devices for obtaining important information about students. The greatest difficulty will probably arise when I try to arrange a schedule for these visits, since my homeroom guidance services are not a part of the day's program, but rather an addition to a full schedule of classes, study halls, and extracurricular activities. However, assuming that a schedule can be arranged, I shall try to visit each of the thirty homes at least once during the year. The first visit will be scheduled as soon as possible after I have had time to study the results of the tests and other data compiled from the other five services. In addition to gathering additional material about the student's background, I hope, through this home visit, to enlist the parents' cooperation in helping their children to make more satisfactory adjustments. It should also help me to understand better the problems of my students, and to do a better job of guiding them toward an understanding of themselves and their own problems.

A summary of each of these home visits will be prepared for the cumulative records. I shall try to conduct each visit with a positive, friendly tone, and to make the parents realize that I am genuinely interested in the success of their child, and in his making the best possible adjustments both to school and to life situations, with the ultimate result that he will become a well-adjusted, happy individual, a well-rounded person physically, mentally, socially and emotionally. I shall urge parent visitation at school at any time, stressing the fact that our school is for their child, and

that if at any time there is something we should understand about him, we want the parents to let the school know about it. The purpose of home visits will be talked over with the students, too, and I shall attempt to show them that these visits are in their interest, that all the homes are being visited—not just the homes of those who have had some special difficulty of adjustment.

Finally, it is my hope that through the individual study services outlined here we shall have begun a guidance program that will be continued and added to during the next four years. Through these various procedures we will have acquired a great deal of information about each student. This will become a part of his cumulative record, to be used during the years ahead.

IV A Principal Plans Individual Study Services for Entering Tenth Graders

The situation in my school involves ninety tenth graders who are entering senior high school. They have come from two junior high schools where they finished the ninth grade. It will be the aim of the guidance program to secure all the information possible concerning these students. For guidance purposes the newcomers will be divided into three groups of thirty each and each group assigned to a teacher-counselor.

There are several areas in which information will be needed for facilitating the guidance services. Briefly, they include home background, school history, academic aptitude, achievement in specific study areas, health, extra-school experience, educational and vocational interests, special aptitudes, personality, and future plans. This information may be obtained through the use of questionnaires, interviews, tests of various kinds, and observation.

Cumulative records on each student have been received from the two junior high schools. Each folder contains the following:

1) Health record.
2) Achievement test record (Metropolitan Achievement Test, Intermediate Battery).
3) Performance record on the Iowa Every-Pupil Tests of Basic Skills.

4) Profile for SRA Primary Mental Abilities (Intermediate).

5) School achievement record.

However, the secondary school wishes more complete information about the incoming students. Accordingly, the students will be asked to meet with their respective teacher-counselors, at which time a rather detailed questionnaire will be submitted to each student for completion. In general, the information form will call for the following types and items of information:

I. Personal
   A. Name
   B. Sex
   C. Address
   D. Telephone number
   E. Age
   F. Date and place of birth
   G. Race
   H. Nationality
   I. Religious preference
   J. Church attended

II. Family History
   A. Names of Parents
   B. Address
   C. Ages of parents
   D. Father's occupation and place of work
   E. Mother's occupation before marriage
   F. Birthplaces of parents
   G. Educational levels achieved by parents
   H. Home environment
   I. Languages spoken in the home
   J. Number of family living at home
   K. Names, ages, education, and occupations of brothers and sisters

III. Health
   A. Physical disabilities, if any
   B. History of childhood disease, if known
   C. Height and weight
   D. Amount of absence from school caused by illness

IV. Education
  A. Elementary schools attended
    1. Subjects liked best
    2. Subjects liked least
    3. Most difficult subject
    4. Easiest subject
  B. Co-curricular interests

V. Work experience
  A. List jobs held
     (Are you working now?)
  B. Best liked job
  C. Least liked job

VI. Future plans
  A. Educational—indicate financial ability to attend college, if college is indicated.
  B. Vocational
    1. Reasons for your vocational choice or choices
    2. How will you get your training?

VII. Travel experience

VIII. Plans for high school
  A. Courses to be taken
  B. Co-curricular choices

The data blank which will be completed will provide considerable information which is not in the pupils' folders. It will become a part of the individual's cumulative inventory. The data record is a cross-sectional rather than a longitudinal study device. It provides a comparatively accurate picture of the student as he sees himself, but does not always help greatly in furnishing a developmental history of the student. Each completed record blank will be studied by the teacher-counselor in charge of the respective group and then be placed in the pupil's cumulative record folder which comprises his individual inventory.

The English teachers will cooperate by making the first English assignment the writing of an autobiography. An outline such as the following will be provided as a guide:

I. Before going to school
   A. Where you lived
   B. Games you liked to play

II. At school
   A. Friendships
   B. Games you liked
   C. Social activities
      1. What you do
         a. Evenings
         b. Week-ends
         c. During school
   D. School activities
      1. What has been your most satisfying subject
      2. What subject has been least satisfying
      3. Co-curricular
         a. Best liked
         b. Least liked
   E. Hopes for the future

There will be some duplication between the autobiography and the questionnaire, but both are valuable and each serves a somewhat different purpose. The autobiography will tell us how the student thinks, how well he can organize his thinking, how well he can write, and how he feels, in addition to supplying some factual information. There may be some discrepancies between it and the questionnaire. These may be checked in an interview. Possibly some information might be revealed through the autobiography which would never come to light through the questionnaire alone.

As soon as possible during the first semester each pupil will be interviewed by the counselor of the group to which he belongs. This interview should fill in the gaps in the student's record. It should also lead to information concerning his plans for the future. With all of this material at hand the counselor is now ready to make constructive suggestions for the pupil's consideration, and to help him make and achieve plans commensurate with his ability. Furthermore, a student may have specific questions about his work which he wishes cleared up and the counselor will welcome this opportunity to help him. An objective account of the interview

should be added to the student's file while the memory of the conference is still fresh with the interviewer.

These procedures do not exhaust the possibilities for the study of the individual student. Anecdotal records should be added to the student's file when pertinent information is obtained. Sometime during the year the whole class will be given one or more educational aptitude tests. This will further augment the fund of information concerning each pupil. Later on, other aptitude tests will be given to help determine his ability with reference to a specific area or skill. These will be studied in the light of indicated vocational choices and should form the basis of a sound judgment in the student's choice of his vocation.

V A Home Visit as a Device for Studying Individual Pupils

A very important device for obtaining information about students is the home visit. In many small communities teachers are expected to take an active part in social affairs. This offers an excellent opportunity for the teacher to gather data about the students' homes and families.

Many teachers never make home visits. Perhaps the major reason for not visiting homes is lack of familiarity with the techniques of home visitation. A faculty meeting to discuss and practice visiting techniques would give the teacher confidence.

The visit should be a very informal one. For the best results both parents and visitor should be at ease. The conversation will naturally revolve to the child and cooperative parents could give the teacher an understanding of the child's attitudes and personality that any number of tests and records could not reveal. Since guidance must be based on knowledge of the student in all phases of his life in and out of school, the parent's estimate and opinion will be extremely helpful. A summary

of the home visit should be prepared for the cumulative record so that the information obtained will be available to those to whom it can be useful.

VI A Plan for a High School, Including an Evaluation

This community high school is located in a rapidly-growing suburban area of a large city. During the past six years the teachers have actively participated in the development of an improved guidance program, largely through the medium of the annual three-weeks' workshop which begins in the middle of August. Members of the school board have always appeared willing to appropriate money to be spent for guidance purposes. The school has about 1400 students.

This year our guidance program will be under the direction of two boys' counselors, the dean of girls, and a state counselor for the socially maladjusted. A faculty guidance committee will work with them to make suggestions for the improving and expanding of the services to meet the needs of the boys and girls.

Perhaps the best approach to the problem of making recommendations for the organization of an improved program of individual guidance services is to analyze the tools and techniques which are now being used. Here are some of the practices now employed to obtain as much information about students and their needs as possible.

1. We seek to obtain as much data from the elementary schools as can be obtained. This includes scholarship, health, attendance, test scores and ratings, home and community background, personal, and anecdotal records.

2. Through the use of wire recordings we learn from teachers, coaches, principals, and guidance workers in the grades, something about the emotional and social attitudes of the child and the home. This enables the counselors to recognize students who will need special attention in making an adjustment to high school. It is an aid to the understanding of *every* entering freshman.

3. Results of achievement and mental ability tests given in the eighth grade by the high school's assistant principal are used

for ability grouping in English and mathematics, and children needing special help in reading or mathematics are placed in small remedial classes.

4. Freshman English and core classes prepare autobiographies which become part of the students' permanent records.

5. At some time during the year every freshman is interviewed individually by his counselor for the purpose of making up a three-year plan for his program of studies.

6. Every spring each student reviews this overall plan with his homeroom adviser. He is free to return to the counselor for additional help at any time.

7. Physical examinations are given to all freshmen. There are retests of teeth, eyes, ears, etc., throughout the four-year period, and there is a follow up to see if attention is given to deficiencies. Teachers are informed of children with special difficulties in hearing, vision, etc.

8. The school nurse calls on boys and girls who are ill. Reports of special home difficulties are made to the deans.

9. Theoretically, every homeroom teacher visits the home of each child in his group at least once in three years. *Some* parents work in very close touch with the school and are of great assistance in helping teachers to aid their children. Other parents are not reached unless an emergency arises. Records of all home calls are filed in the main office.

10. Every student is given a test of mental ability in his first and third years. The Statewide Test is given to all juniors. When there is a discrepancy between school achievement and indicated scholastic ability, the student involved meets with the counselor for an interview.

11. Interest inventories are given to large numbers of students, frequently through classes which are studying occupations. However, any student wishing to take such a test may do so by asking any teacher or one of the counselors. Counseling in accordance with the results is most likely to be given by the teacher who administered the test. As a follow-up, members of the community or teachers in certain interest fields are called upon for additional counseling.

12. Some prognostic tests are given, often under the direction of particular departments. For example, the Turse Test of Stenographic Ability is sometimes given to sophomores who have elected to take stenographic courses.

13. Personality ratings and anecdotal records are supplied periodically by individual teachers for particular students. These become part of the permanent record.

14. When a teacher has difficulty in understanding a child, or when the teacher recognizes a pupil's need for special help, he may refer that child to one of the deans or counselors. The most thorough investigations are carried on by the state counselor for the socially maladjusted, who prefers to be known simply as a counselor. Many unusual types of services to boys and girls and their parents are performed by this person.

15. Boys and girls who indicate an interest in attending college receive the services of a specially-appointed teacher who is responsible for college counseling. Before and after college day, students have individual interviews with him; it is his responsibility to aid students in winning scholarships and in making plans for financing their education.

16. There is a placement counselor to aid boys and girls in finding part-time and summer employment. This service is offered also to every graduating senior, and former graduates are urged to call on the school for help in finding employment at any time in the future.

17. A number of school trips are planned for young people with special interests or problems. Because so many of our girls are married shortly after graduation, a special course in marriage problems is arranged each year at the Institute for Family Relations for all engaged girls. They are excused from school to attend these classes. Trips to schools of nursing and to certain types of trade schools are often arranged when there is a request for them. It is not at all unusual for one or two students to be excused from school to go downtown and interview persons engaged in careers in which they are interested.

18. Every effort is made to assist those who wish to drop out of school to make an adjustment that will enable them to continue. If a student finds it absolutely necessary to leave school he is

aided in finding work. Frequently a telephone call is made a week or two after a student has left school to learn whether or not he is satisfied with the change he has made.

Follow-up studies are *sometimes* made of our graduates. Individual students who showed the greatest need for personal help are frequently followed up by the counselors. The guidance services are still available to all students after graduation.

Weaknesses of our Present Program. There are evidences here of many commendable practices which can be of assistance in helping individuals. We have made a sincere effort to evaluate our school to determine whether or not we are meeting the real-life needs of boys and girls. It would be impossible to list examples of every type of special help given to individual students either by the counselors or by the teachers, for they are as varied as the interests of the students. There are, however, several weaknesses in the organization of our guidance services. These may be attributed to the necessity for making sweeping changes in the overall administration of the school in line with our school's mushroom-like growth. These weaknesses will be overcome gradually as the centralization process our guidance staff is working on gets under way.

There are two problems of organization which are of immediate importance if we are going to help each student make the best adjustment to his academic and social life. They are:

1. The problem of more adequate record keeping and the centralization of sources of information about students.
2. The problem of reaching *every student* and *every parent* through individual guidance services.

VII How Two Teachers Studied their Pupils

A Chemistry Teacher

Two classes in chemistry at a community high school have an enrollment of approximately thirty students each. This is an elective course in the senior year for students who are either majoring in science, taking a college preparatory course, or completing the requirements for graduation. Many of the students belong to

the chemistry club, a voluntary organization which meets one period a week during the activity hour.

One of the first things the chemistry teacher does during the opening week of school is to have the students fill out the form sheet for a sociogram of the class. After assembling the results the teacher prepares a seating arrangement for the benefit of each individual of the class.

In the following weeks he studies the school's cumulative record of each pupil in his class, and from these prepares one for his own classroom use. This record contains a brief summary of the following items: special abilities and aptitudes, home environment and economic status, past and present emotional stresses, educational and vocational interests and ambitions, and a list of both out-of and in-school activities. This record is supplemented with anecdotal record cards made by the teacher and by a record of all tests and extra work done by the student in chemistry. At the end of the year the teacher makes a general report on each student and presents a copy for the school's cumulative record. The teacher's class record is filed in his laboratory storage space for a period of five years.

During the assimilation or developmental period of a unit many varied activities are provided. During these activities, discussion, laboratory work, library work, etc., the teacher is able to observe each student for any indicated special abilities. After the observation and review of the pupil's class cumulative record the teacher is better prepared to help each student with individual guidance. Some examples are as follows. The cumulative record shows that a student has strong interests and abilities in history and civics and is taking chemistry only to complete his requirements. The teacher encourages the student to read and make several written and oral re-

ports throughout the year on the history of chemistry, famous men, a special drug or the relationship of chemistry to our daily lives. Another student's record and observations reveal that he has strong interests and abilities in science. The teacher encourages library research and laboratory experimentation on particular units. The teacher's observations of the students' work are again kept in the class cumulative record.

During the first semester the teacher gives two diagnostic chemistry examinations. The results indicate which skills the students need to develop. Through individual guidance the teacher helps students acquire these skills.

The laboratory is an excellent place to observe the individual for several abilities and skills. The teacher is able to observe a student's social relationships, his ability to follow procedures, his mechanical aptitude, qualities of leadership, oral and written expression, self-planning, and progress of development. Should there be a marked deficiency in a student in any of the above the teacher attempts to aid the individual. These observations in the laboratory are noted from time to time by an anecdotal record card in the file.

Several field trips are conducted during the year and the individual is observed under these different conditions. Here the teacher notes the qualities of the students as to leadership, behavior in a group outside of school, oral expression, and social manners.

Another place to study individual students is the chemistry club. Here the teacher can observe several qualities. Among the activities he notes are these: organization of material, manner of presenting and solving problems, general social behavior, interests, and development of leadership in an organized group.

By the end of the first semester's work the teacher has determined who are the best students in his classes. Then in a personal interview he encourages all of these to continue their studies in science. He helps them in their future educational and vocational planning and assists them in making the transition into either colleges or industry.

Near the middle of the second semester the teacher is well acquainted with the needs and ambitions of all the individual students. It is during this period that he directs the students' attention to the various vocational and avocational aspects of chemistry. This can be done with student reports. The teacher has a further opportunity here to see how the student organizes and presents material and participates in a small group activity.

A Teacher of English and Speech

As a junior high school teacher of English and speech (chiefly an oral program), I would like to express myself regarding a program which, in my estimation affords a better opportunity for knowing boys and girls than is possible in the majority of academic studies. Our philosophy of education, in general, is that a student be given that which will aid him in adjusting to his environment. In a basic course of speech it is necessary at the beginning to ascertain a student's needs, interests, and abilities. Then the individual is given activities or assignments which will afford him an opportunity for self-realization and a sense of social behavior, and so help him to live effectively in a democratic society.

First assignments are usually short talks on things of interest, a hobby, or perhaps a trip. In listening to a speech, a teacher gains insight into the individual's home life, his background, his emotional insecurities, his interests, hopes and desires. Group scenes from literature are later dramatized, and a teacher analyzes a student's ability to work with people as well as his likes and dislikes. All this is valuable information in aiding the deficient student to improve, in motivating the normal student to better

proficiency, and in urging the gifted student to make more extended use of his abilities.

Especially careful attention should be given the student who is socially or emotionally maladjusted. Cast a timid boy in the role of a prince (feeling assured that he can handle it adequately) and observe the result. The awareness that he can be master of himself is one of the most self-developing, satisfying experiences that can come to a pupil. Put an even more timid, unsociable child in a group activity such as choric verse, for example, and the satisfaction received from this experience will have far reaching results. The possibilities for aiding students individually in this department are tremendous. A classroom teacher who is interested can promote physical, mental and emotional growth in the junior high school student. Thus teaching becomes even more significant and challenging.

CHAPTER SEVEN

A Program of Counseling Services

Within the last few years we have been hearing a great deal about counseling. Many people believe counseling is merely "talking things over" and at times it is done in just this way. But it is also the process of assisting individuals with their choices. Counseling should provide a situation in which an individual is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice. It should be a most important service to students. However, it must be integrated with the other phases of the guidance program, and its effectiveness will rest to a considerable extent on the adequacy of the various aspects of the guidance work preceding and following the counseling itself.

There are several prerequisites to a good counseling program. The first necessity is to have counselors who are competent and interested in rendering this service. The second prerequisite is an informed student body. This can be taken care of by the pre-admission and orientation services which begin in the spring and are con-

tinued during the first semester of the school year. The third requirement is a system of adequate records, covering the students' history in the present as well as preceding schools. The fourth need is for allotment of time for good counseling during the regular school program.

I What is Counseling?

Robert H. Mathewson, in *Guidance Policy and Practice,* remarks that the counseling process has four characteristics. They are:

1. Personal communication between student and counselor in a controlled situation.
2. Understanding of the individual in terms of the surroundings, the problem-situation, and possible results.
3. Sizing up and correlating important personal and non-personal factors in the problem-situation.
4. Helping the individual to solve his own problems by giving him information, interpretation of data, and providing the stimulus and opportunity for self-appraisal.[1]

Counseling is thus considered to be a person-to-person relationship in which qualified professional aid is given the individual in arriving at intelligent decisions and in making satisfactory progress relative to problems of choice and adjustment. It involves carefully evaluating and analyzing authentic facts concerning the individual and environmental factors. It should aid the individual in determining his own judgments.

Counseling has several purposes, one of which is to provide individualized assistance to the pupil concerning

[1]Mathewson, Robert H. *Guidance Policy and Practice.* New York: Harper and Bros. 1949. p. 194.

problems important to himself. It helps a pupil interpret his personal data and evaluate himself. A student often needs aid in evaluating his opportunities and environment, and in studying his educational opportunities. It can help him get a good job or go to a good school when he finishes high school. It should aid him in making necessary adjustments and modifications of his plans in going toward his goal. Counseling can help a person think through his problems, his difficulties, and his relationships. It should guide him toward a clear understanding of himself as he is and as he may become. The work of the counselor is not to tell the individual what he should do but to listen to him as he tells his story and to make suggestions that will help him to see possibilities which he did not realize existed when he asked for help.

Counseling services should be provided for all pupils throughout their educational careers and even after they leave school. All pupils should actually participate in individual counseling interviews. Too often the maladjusted receive the bulk of the attention. Counseling should consider the whole individual in relation to his environment and give attention to both the immediate and long time needs and problems of the student. The counseling interview should make the counselee better able to handle his own problems in the future.

There are several ways to discover the problems of students. One is by having students fill in checklists. Another way is to have students write out two or three of their major problems or concerns. Sometimes standardized tests and inventories help. Informal group discussions often indicate problem areas, too. Observations by all teachers and reports from parents, employers, and acquaintances often imply problems which should be

given attention. To recognize and anticipate these problems often aids the counselor in guiding the student in the selection of courses, extracurricular activities, and possible vocations. The counselor must feel that any problem of any student is worthy of consideration.

II Principles Underlying Counseling

Certain principles or standards should become a part of all those who do counseling. These principles and aims grow out of a philosophy which is in harmony with the aims of guidance and of modern education as well. It is important therefore that not only the person who is considered the "counselor," but also all teachers and staff members be properly oriented. If a desirable background is not laid, inconsistent work is sure to result.

A counselor cannot be too well informed; he should be thoroughly familiar with the wide range of abilities and interests which students possess, the possibilities which are available to individual students for the development of their abilities, and the pursuit of their interests. He should possess a wide range of knowledge concerning divergent points of view on virtually all types of student problems.

In counseling, the major responsibility is to guide the student in finding and using facts, particularly technical information, upon which mature judgment in the solution of his personal problems should be based. The student often needs some foundation on which to set up his own philosophy of life and a knowledge of how to recognize his own problems. A wise counselor never looks only at the student's present problem, but considers what effect it may have in the future. Counseling therefore, is not an act, but a process. It is valuable primarily as it

helps the student to prepare to think clearly and act wisely in meeting the problems of personal living, both now and later.

The average high school student is in a very important period of life. He is maturing, but is not yet mature. And so the counselor must exercise extreme care and should never frighten him into an emotional decision. Most students have not decided just what their ambitions really are, and it is during this period of growth that the counselor must aid them in finding their interests in work and play alike.

In order to keep counseling in an atmosphere of rational thinking, the counselor must always take care not to impose his own feelings into the situation even in subtle ways. His own personal ambitions, his childhood desires, and his unrealized hopes have no place in the counseling process. His vanity, too, should be left out of decisions. As was brought to light by a recent high school panel, students want teachers and counselors to prepare them for life situations and show them methods of solving various problems, but they do not want teacher-counselors to impose their own beliefs on the student. The counselor's function is to help the student get facts and viewpoints on which to make his own choices.

III Organizing Individual Counseling Services

The following individual counseling program was designed for a high school with an enrollment of about 300 students. The main plan to be followed in this case was the teacher-counselor type of program. Under this plan the administration had to consider:

(1) The Selection of Teacher-Counselors

It is of prime importance that proper persons be selected for teacher-counselors. Only those teachers who are interested in counseling should be chosen. Those who might feel this duty a chore should not be considered because they probably lack the attitudes and personality traits necessary for this type of work. Teacher-counselors should be emotionally mature persons with a willingness to understand and help people, and faith in the ability of the individual student to make decisions. They should be teachers who get along well with students.

It is advisable for the teacher-counselors to have had some formal training in guidance and counseling. If they do not have this, it is their duty to gain a more thorough knowledge of guidance and counseling through independent study and summer school courses before they assume major teacher-counselor duties. It is the responsibility of the administration to help organize a good in-service program. This was discussed in detail in an earlier chapter.

If possible teacher-counselors should not be made responsible for disciplinary functions. Discipline measures and counseling cannot be handled easily by the same person.

(2) Providing Time for Counseling Work

Every student should have the benefit of counseling services. In order to assure this, it is necessary to schedule counseling interviews. Each student should be allowed at least an hour of counseling time each semester, with perhaps only one-half of the time being used in the regularly scheduled interview. In order to provide for

this under the situation described above, one would allow for four teacher-counselors, each having one hour a day free for counseling. Each teacher-counselor would be assigned one class. Sometimes in a school of this size the four counselors would be divided between the two sexes, and one man counselor would have freshman and sophomore boys, the other junior and senior boys. The two women counselors would divide the responsibility for counseling the girls similarly. The class counselor would in this case also be the class adviser, remaining with a group throughout its high school career. Here, again, in some schools a counselor remains with a group only two years, and in others one year, remaining constantly at the same grade level.

Group guidance and individual counseling are developed around the general themes established for the four grade levels. Freshman guidance concerns itself with orientation to the new school, sophomore guidance with orientation of students to themselves, junior guidance with orientation to the world of work, and senior guidance with orientation to the world beyond high school or toward adult living.

The teacher-counselor has the entire cumulative record available upon which to base his interview. However if this is insufficient he may arrange for further testing. It is the teacher-counselor's responsibility to keep the cumulative record up-to-date and that is why only about half of a counselor's time can be given to interviewing itself.

The teacher-counselor should encourage parent participation by arranging parent interviews when necessary or advisable as the time permits. He will have to use his own common sense and discretion in such matters.

(3) Providing a Suitable Place for Counseling

If it is at all possible, a room should be set aside for counseling services. A private, comfortable, attractive room, with an informal atmosphere serves this purpose the best.

(4) Providing for and Helping Plan an In-Service Program

All teachers in a school system should be informed about the various guidance services. The in-service program will be most effective if the teachers feel the need for it, so this should be the basis for starting an in-service program.

(5) Encouraging Additional Training for Capable Personnel

All teacher-counselors should be encouraged and if possible helped to gain additional training through summer school or extension courses. The help from the administration could be financial, or for example, it could take the form of an adjusted teaching load to facilitate a teacher's attending night school.

(6) Appreciating the Function of the Classroom Teacher

The classroom teacher can help ease the counseling load by handling most of the educational and many other problems growing out of the classroom situation. She should never discourage a student who wishes to visit the teacher-counselor, but she can handle many simple problems. If she recognizes a situation that she is not qualified to handle, she should refer the student to the teacher-counselor. Even if the teacher knows that the problem will involve out-of-school help she should still refer the student to the teacher-counselor.

The classroom teacher should be responsible for helping to gather data which will aid the teacher-counselor. Cooperation obviously is one of the bases for success in any counseling work.

(7) Providing for Out-of-School Services

Some student problems will be too difficult for the teacher-counselor to handle. For such cases out-of-school services on a specialist level should be provided. These would consist of such things as; psychiatric services, child guidance clinics, specialized health and social services, and at times some specialized vocational guidance services.

To aid in the vocational aspect of counseling it is advisable to have a referral plan. Many service clubs such as Lions, Kiwanis, Rotary, the P.T.A., and Women's Clubs have an educational committee. It is advisable to seek the help of these groups in vocational counseling. For example, if a student wants to learn more about becoming a butcher, he could be referred to a qualified member of one of the clubs, probably a butcher, who would advise him on this matter. Often such a program enables a student to get work experience which is valuable in helping to make a vocational choice.

IV Those Who Counsel

The major problem for a small school wishing to offer counseling service is finding persons qualified to counsel. The quality of counseling is dependent upon the personal and professional qualifications of the counselor. The counselor should have those personal qualities which will enable him to work effectively with pupils, teachers, parents, employers, and others. Among these personal qualities are (1) a wholesome interest in and an intelli-

gent faith in people, (2) a high degree of emotional stability and maturity, (3) a sympathetic understanding and an objective attitude in human relationships, (4) a sincere and genuine interest in the other person's point of view and a willingness to listen to it, (5) a consistently friendly and approachable manner, (6) a pleasing personal appearance, (7) a good balance between the serious and the humorous, (8) an ability to work cooperatively with others for their benefit, (9) an ability to secure the confidence and respect of others.

Professionally a counselor should meet the state educational requirements for a teacher at the level at which he counsels. Ideally, he should have twenty or more hours in guidance courses on the graduate level in such fields as principles of guidance, techniques of guidance, occupational information, analysis and interpretations of test results, the organization and administration of guidance programs, plus supervised experience in counseling. In addition to two year's experience as a teacher, twelve months of experience in work other than teaching is also a great help, because it gives the counselor a realistic understanding of the actual conditions in the word of work. The principal should see that there is a definite in-service training program, especially if his teacher-counselors are not adequately prepared at the start. Even if the teacher-counselors are well trained an in-service training program will further understanding of the entire program by all members of the faculty and staff.

Four characteristics of a good teacher-counselor are:

1. He is respectful of all people.
2. He attempts to see the other person's viewpoint.
3. He stimulates the other person to think for himself.

4. He must be interested in his own growth as an individual and as a counselor.

Not all teachers are qualified to engage in counseling at all levels. However there are types of counseling that even beginning teachers can do. The referral plan permits the less experienced teacher to take part in the counseling program without denying the student the benefit of help from the more experienced, better trained counselors. After preliminary work with their assigned counselors, students with special problems are referred to those, either on the faculty or in the community, who are uniquely fitted to help them.

If a counselor feels that he is not qualified for a particular case, he should continue the counseling relationship only until the individual is able to get help from a more competent person. Sometimes service clubs help to secure counselors along specialized lines.

The majority of teachers can become good counselors, but not all of them will be equally competent because of differences in temperament, aptitude, and past experiences. Below are listed some thoughts for the counselor to remember. These may well be considered:

1. Choosing or planning is a process that goes on continuously, sometimes it must be stimulated and sometimes redirected.

2. There should be considerable freedom in choosing school subjects and life work, because generally neither abilities nor interests are highly specialized. Home situations, economic conditions, health, local opportunities, and other factors must affect the choice.

While most persons could be successful in many school subjects or in many types of occupations, most

persons will become more successful in some subjects and in some types of work than in others.

4. There are common elements in many school subjects and in many different types of work, even though they may appear to be quite different.

5. One is not fitted by nature alone to do many things; nevertheless, through education and experience one can fit himself for many kinds of work. The counselor must think of the student not only as he is today, but also in terms of what he may become.

6. Good counseling attempts to help a person find the opportunities which require interests and abilities similar to those which he has or can acquire.

V The Individual Interview

The interview itself must be carefully planned. If it is at all possible, all the available information about a student should be carefully studied and analyzed in advance. There should be a purpose for the interview; however, the plan should be flexible enough so that it can be adjusted if it seems advisable. To establish rapport between the student and the counselor, the student should be put at ease. This can be done by visiting briefly about topics of interest to the student or by discussing past interviews. The student must feel that he has the complete attention and interest of the counselor. After rapport is established, the problem should be stated by the student and then analyzed. The counselee should do most of the talking and the counselor should be a good listener, talking as little as possible. The counselor should assist the counselee to get at all phases of the problem and to become objective about them. While the counselor helps

analyze the problem by helping to set up measuring standards and long-time and immediate goals, the final outcome must be the decision of the student. There should be a sense of satisfaction on the part of the student as he leaves the interview that he has found some workable solution to his problem. While the student should be made to feel welcome to come back, he should also be learning how to help himself. After the student has gone, the counselor should record and evaluate the interview. Adequate records of counseling contribute to the improved quality of counseling. The records of interviews may be kept on very simple mimeographed forms in the cumulative record of the student. If clerical assistance is no problem, a more elaborate record can be kept. Some of the impressions that might be recorded are: (1) the counselee's poise, (2) his appearance, (3) his attitudes, (4) the general impression he makes, (5) problems that are evidenced, (6) solutions to the problems, (7) any information that will help in future interviews, (8) any information that will help to understand the student better. Notes should not be taken while the student is talking, but recording should be done immediately after the interview if at all possible.

There are many different areas in which students need assistance. While it is hard to separate educational and vocational counseling, educational advising is usually a little easier than vocational counseling. It is safer to judge a student's ability to meet educational demands for a particular profession than it is to judge whether he will do well in the profession itself. If a student wishes to elect a subject in which the counselor thinks he will be unsuccessful, it is usually inadvisable to inform the student directly of that fact. It is better to make it possible for the student to find this out for himself.

In vocational counseling, the counselor should help the student to consider first the broad areas of work. He should direct his attention to all sides of the problem and not just the work angle. Some of the things to discuss would be the educational requirements and their relation to the individual, the health and physical fitness of the student for the job, the home background and economic status of the individual, his interests, his work experiences, his abilities, his personality and social adjustment, his vocational interests, and his vocational plans. While counseling is fundamentally for the student, the school also benefits. With good counseling there will probably be fewer teacher-pupil conflicts, better attendance, fewer discipline problems, better citizenship, and other manifestations of good individual adjustment.

VI A Homeroom Teacher Plans her Counseling Program

Through a series of individual study services including autobiography, a student data blank or questionnaire, a self-rating chart, a testing program, a fact-finding interview, and a home visit we will have compiled the beginnings of a cumulative record which covers the requisite areas of information. This will be added to in each of the three successive years. Through the individual study services, I shall have gained a rather broad background of knowledge about each member of my homeroom. This material will be available not only to me, the counselor, but to the administrators of my school and to the entire staff so that all of us will have a solid basis for guiding the individual student toward an understanding of himself and a capacity to plan for his own future.

In a well-organized program both group guidance and individual counseling should contribute their share in helping students to be well adjusted. Group guidance saves time in giving information which is of interest to a large number of students, and provides a social situation which is especially good for prob-

lems in social development. But the individual counseling done during the course of the personal interview is probably the most useful single technique of guidance.

In my program of counseling, then, I shall arrange somehow for at least one personal interview with each of my thirty students during each semester of this year. The first meetings will be scheduled as soon as possible after our series of individual study services has been completed. They will be scheduled far enough in advance to permit a study of the pupil's records, and to have his case well in mind. If there are special cases needing help, these will be taken first, but I will avoid doing this to the extent that pupils will think of the program as only for those who have special problems. I shall invite them to make their own appointments, to look over the results of their tests, discuss schedules for the coming year, talk about vocational plans, or any other problems they may have. Those persons who do not ask for interviews will be given appointments along with the others, for the guidance program is for everyone in the school.

There are several things I will need to remember in these interviews. First of all, preparation is important. I must make the situation one of privacy and comfort, one in which the student feels at ease, and free to discuss his problems. Establishing rapport is very important. I shall try to simulate a home situation, in which the student is my guest. I shall endeavor to be an active listener, to make the student feel that while he is in my office or room he is the "most important person in the world," and that any problem he may have is worthy of consideration. My own questions must be exploratory — not prying or too personal. I must supply information when it is needed. I must help the student weigh the possible solutions to his present problem and arrive at an acceptable solution. I must direct him toward a feasible plan for his future. But I must remember that it is my duty to help the student solve his own problems not to solve them for him. Before the interview is over I must help him summarize what we have accomplished, or what he has decided upon. Afterward, I shall make notations in the student's record of what we talked about, what was decided, and what I have decided to do in the way of follow-up. Whenever possible, or when it seems advisable, I shall have conferences with both the parent and the student, either during the home visit or at school.

Above all, the program of counseling should be comprehensive enough to reach every student who attends the school, each according to his needs. It is not just for the so-called "problem-child," not a "curative" service, dealing with problems after they have developed far enough to need treatment, but a program for all, including all types of problems faced by high school students.

VII A Counseling Program in a Junior High School

This junior high school has an enrollment of seven hundred students. The faculty consists of twenty-six women teachers and nine men teachers. The ratio of women teachers to men teachers has decreased within the past few years and will continue to do so because the principal sees a need for increased pupil contact with male instructors. The students at this school represent homes ranging from great wealth to extreme poverty. This difference creates a challenging situation in the formation of a guidance program.

In planning the junior high school counseling program the first step was screening the faculty to determine the type of training and experience each teacher had in guidance and particularly in counseling. It was through this screening that the six teacher-counselors needed for the program were chosen. The teacher who was most qualified and willing was put in charge of the program.

Each fall when the new seventh grade students enter the junior high school they are assigned to a counselor. This is done by printing the name of the counselor on the student's program. The students will keep the same counselor for all three years.

In assigning pupils to a given counselor, one-third of them are seventh graders, one-third are eighth graders,

and one-third are ninth graders. The maximum number of pupils ever assigned to a counselor is one hundred twenty-five. For instructional purposes the students are grouped according to mental ability. This grouping is also followed in the assignment of pupils to counselors. All students in the same ability group have the same counselor.

Each teacher-counselor is given one period a day for the purpose of counseling. As far as possible this period is based on the class schedule of the counselees. An effort is made to have all seventh graders in either physical education or hygiene, the eighth graders in music or study hall and the ninth graders in study hall during the counselor's period for counseling. However, this arrangement is not always possible and at times students must be excused from other classes for counseling. When a counselor has made an appointment with a student for a conference, the counselor fills out a counseling slip which is sent to the student's instructor for that particular period.

The counselor makes an appointment with each counselee for at least one conference each semester. The purpose of the conference is to discover the type of adjustment the pupil is making and to find any social, academic or psychological insecurities that might exist within the student. The student as well as the teacher-counselor may also make additional appointments for conferences when the need arises.

The practice of counseling for academic grades is not a policy of the guidance program. However, some may misinterpret the practice of having the counselors call in for conference, all students who are in danger of receiving a D or an F grade on their report cards. The purpose of this conference is to try to discover any in-

cipient maladjustments before they have a chance to become chronic or serious. The parent of the child involved in this situation may be invited to a conference if the counselor thinks it is necessary.

Whenever a counselor wishes to talk with any parent a request for a conference is sent home with the student. On the request form the parent indicates whether or not he will confer with the counselor, signs it and returns it to the counselor.

In the spring before the programs for the following year are filled out, the counselor calls a group meeting with the seventh and eighth grade students. The purpose of this is to discuss with the pupils in a general way the selection of courses for the coming year. After the programs are made out by the students the counselors look them over. If they question the choices some of the pupils have made, they call those pupils in for additional counseling. However the final choice remains with the pupil. The ninth graders meet with a counselor from the senior high school.

Each counselor keeps on file in his room a student data card. This card has all the information pertinent to the individual student. Filed with this data card is a record of all the conferences the counselor has had with the student.

VIII A Program of Counseling in a Small Senior High School

The principal reports. We are working in a rural three year senior high school with an enrollment of approximately four hundred pupils. Most of the students come from farm homes. For counseling purposes there are six teacher-counselors. On the faculty are eighteen teachers; thus six of the eighteen have been assigned counseling duties, two for each of the three classes. These

people have been relieved of one class of their regular teaching assignment in order to devote time to counseling. All six have taken special work in guidance and are working under the direction of the guidance chairman (one of the six) who has done graduate work in the area of counseling. The tenth graders have all been assigned to one of two counselors and remain with the same teacher-counselor throughout their high school careers. At least once during each semester the student is in high school he will confer with his counselor.

Before the first conference the teacher-counselor will have reviewed the student's cumulative record file. From a study of this he will know the student's school record, his age at school entrance, the history of his promotions, school achievements, choice of courses, participation in activities both in and out of school, test records, health items, and his interest inventory as determined by the Kuder Preference Record (Personal) which has been given early in the year. In this first interview the teacher-counselor will attempt to fill in any gaps in the student's record. A major aim will be to gain the confidence and friendship of the student, to lay the groundwork for further counseling which may take place in the future. High school plans, both curricular and extracurricular, will be discussed. The counselor will attempt to determine if the counselee has any specific questions or problems. If he does, every attempt will be made to give him help.

Under the normal routine this student will not see his counselor again until the next semester. In the course of the second conference the topic for discussion will be the student's educational and vocational plans. The student's program for the two final high school years will be reviewed and examined in the light of his special interests and aptitudes. It is possible that the student will be questioned concerning his subject choices. Perhaps the student will have questions concerning his program. His post high school plans for study or work, may call for a readjustment of his high school program.

Early in the junior year each student will be given an educational aptitude test. This will be checked against his future plans and when the student is interviewed by the counselor during that semester, the question of whether or not his vocational choice is commensurate with his abilities will be carefully considered. In

some instances it may be necessary for the student to re-appraise his choice. Perhaps the need of a conference with his parents is indicated. The counselor may suggest certain information or materials which will be useful to the student and may help him discover opportunities which exist within the community.

Early in the second semester of the junior year an occupational interest inventory will be administered. The second semester interview may be chiefly concerned with the results of that test. In some instances it may be routine. It will be most significant for those who feel the need of more help with a particular problem, vocational, educational, social, or emotional. However, by scheduling each student for a definite interview, the school will make sure that no student who needs help will be neglected. And this could happen if the interview were left to the volition of the student.

The first conference of the senior year will be for the primary purpose of checking each student's program in the light of graduation requirements. Obviously other matters will frequently come up for discussion. This particular class is now nearing the close of its high school career. Next year its members will be at work or in college. In the final interview the teacher-counselor may begin to exercise a placement function. The school has a placement service which coordinates the work of the guidance personnel in this direction. If the student plans to go to college, he may need help in selecting a school, studying requirements, understanding fees, etc.

Another duty of the counselor is his responsibility to carry on a follow-up program. This is interpreted to mean follow-up of the in-school placement of counselees in particular. Follow-up of former counselees who have left school will be taken care of in conjunction with and through the placement office of the school.

In the preceding discussions we have considered only the regularly scheduled interview. Counseling is for every student and should not be looked upon as a service for the maladjusted. It is true that some children will require more attention than others. The service these students need may be of a referral type. The first referral to the counselor may come from the classroom

teacher. The problem might involve poor school work, or a failure to adjust to school routine. Whether the difficulty stems from a home or school situation, a physical defect or an emotional disturbance, the counselor should at least be able to discover the problem, and if he feels inadequate to cope with it, direct the student to the proper person or agency.

In conducting his conferences the counselor must be sure that the student does not feel he is being censured. He must win the counselee's confidence and be his confidant. His interest in the student will be genuine.

The procedures and techniques used in counseling would necessarily be as different as the individuals and their problems but a few reminders which would be the same for all cases might be suggested to counselors.

1. *Be interested!* Look at the counselee's problems, with him, from his point of view.
2. Think of the student as a whole person, and as an important part of society.

   There is no one fixed answer to any human problem.
4. Get the facts, look at the records, and search for the motive behind the act.
5. We cannot know all the answers, but we can know enough to refer the counselee to people who do.
6. We can make suggestions, but only the student can make the decisions that will last.

With these few suggestions, a well-planned program, and some good common sense we should be able to give some valuable counseling to those pupils who are put in our trust.

CHAPTER EIGHT

Supplying Educational and Occupational Information

In the elementary school occupational information should be an integral part of the common knowledge acquired by all students. It should not be taught as a separate subject but should be a part of instruction in the social studies and in the language arts. No attempt should be made to stimulate the elementary student to think about his future vocation; attention should be directed to how persons and groups of persons in various sections of this and other countries support themselves economically. A little care should be exercised that too much attention is not directed to unusual occupations, or undue prestige given to certain jobs. Earning a livelihood should be considered a part of normal group living.

In the pre-admission activities preceding entrance to a four-year high school, an eighth grade student should not be asked to plan for more than the ninth year. During this ninth year he will get sufficient educational and vocational information to help him make at least a tentative plan for his remaining three years in high school. Often he will be stimulated to think also about his long-range educational and vocational plans without

needing to make any decisions about them. An important educational principle is that the information needed to make a decision must be taught before a satisfactory decision can be made. In a three-year junior high school, the ninth grader will be supplied with the necessary educational and vocational information to plan intelligently his senior high school program, if he is called upon to make such a plan either before entering senior high school or shortly thereafter. Information essential to a wise educational decision should precede the making of that plan. Educational and vocational choices are interrelated and should be arrived at on the basis of sound information. This chapter will be concerned with plans for supplying that information in various school situations.

I Educational and Occupational Information in the Junior High School

This junior high school in an industrial midwestern city has an enrollment of seven hundred students. The students come from five elementary schools within the city. The homes represented vary from those of very limited means to those of considerable means. The need for occupational information is strengthened because of the high student drop-out rate after the ninth grade. This situation is due in part to the large foreign-born element in this city.

Much of the philosophy upon which the junior high school was founded was based on the idea that it is primarily an exploratory institution. In the seventh and eighth grade the students take a required program. The subjects offered in these grades are presented with the idea of giving students a general education and an ac-

quaintance with the major fields of human activity and, more specifically, with the specialized courses offered in the later years of school work. The subjects also act as try-out courses to enable the students to judge their own abilities and interests, and to introduce them to activities and the major lines of study open to them in the ninth grade.

Upon entering the ninth grade the student is given the opportunity to choose two of the five courses required for that grade. He may take either: general math, algebra, or junior business as one elective; graphic arts, industrial arts or home economics as another elective. These exploratory elective courses give the student a better idea of how work is performed on the job.

Each year the assembly programs of the school are planned to permit at least three programs depicting different occupations, and four in the nature of biographical dramatizations showing scenes from the lives of Edison, Einstein, the Wright brothers, and other great men. Emphasis is given to their interests and capabilities at an early age, their failures and successes, and the characteristics demanded in their vocations. When it is possible, additional vocational programs are arranged for the student body. The reading of biography in English and speech classes is another source of vocational information. The librarian takes an active part in the dissemination of occupational information. Every three weeks a new display on the main bulletin board of the library depicts a different occupation. The board also includes a list of suggested readings in conjunction with the illustrated occupation. The librarian is assisted in this project by members of the ninth grade social studies classes.

One of the largest units in the ninth grade social studies classes is the one on vocational guidance. This

unit was planned to be as functional as possible and includes field trips to the various industrial plants in the community. Student interest determines which industries will be visited. The field trips often include personal interviews with the workers and administrators of the plants visited. Panel discussions, debates, personal interviews, career scrap books and visual aids such as film strips, movie films, and the bulletin board or poster displays, are other means used to make the course more purposeful and interesting.

Each spring the counselors hold group guidance programs for the eighth and ninth grade students. These are to disseminate further occupational and educational information in conjunction with planning the students' future educational programs.

II A Short Course on Occupational Information in Ninth Grade Social Studies

During the second semester a unit called "Occupations" is given to the freshmen in the social studies course. The freshman counselor assists with the unit so that the study of occupations may be followed by individual counseling. Ordinarily, a period of six weeks is devoted to the study of occupations.

Prior to, or just after admission to high school each freshman is given an interest inventory and a mental abilities test. This interest test is used as a springboard for further aptitude testing in areas in which a student's interests seem to lie. The following special aptitude tests may be used: The Purdue Pegboard, Revised Minnesota Paper Form Board Test, Seashore Measure of Musical Talents, Meier-Seashore Art Judgment Test, Minnesota Vocational Test for Clerical Workers, and a mechanical

aptitude test. In addition to one or a combination of these, a personality inventory is given to each student.

During the first part of the unit, each student helps prepare his own profile sheet. This helps him see objectively his interests, abilities, and aptitudes. Group discussions of these sheets are followed by individual conferences.

The next step is a systematic study of the requirements of various occupations. By this time, each student has limited his possible choices to those he feels he would like to enter and in which he believes he could succeed. All work on occupations is thus done on an individual or small committee basis.

One week is devoted to movies and film strips, field trips, and informal discussions. Also there are reading assignments covering occupations in each chosen area. During this period, students gain an overview of the occupational world.

One week is devoted to committee reports in which each committee or interest group makes an oral presentation of a chosen occupation.

An additional week is used for individual written reports, in which a student gives a detailed analysis of the occupation of his initial choice plus any information he has gathered about related fields.

The remainder of the time is spent in summarizing the study of job requirements and in viewing these requirements in the light of individual interests, abilities, and aptitudes.

III Occupational Information Through Related School Subjects

An illustration of how a teacher of chemistry might use occupational information in his teaching follows.

Two classes in chemistry at the community high school have an enrollment of approximately thirty students each. During the first week the students are asked to make out a personal data card for the use of the chemistry teacher. This card contains the following information: identifying data, physical characteristics, judgments as to mental health, use of leisure time, social-economic data, scholastic achievement, employment record, and possible educational and vocational plans. It is kept with the student's cumulative record (class record) and notation of additional information is made from time to time.

Interest tests, such as Kuder or Cleeton, are given to students who have not taken them within the last two school years. The results of these tests are noted in the student's cumulative class record.

Early in the course the teacher explains that the chemical profession is divided into two general groups, the chemist and the chemical engineer. In training for the chemical profession the student may choose between these two main divisions. He is told that both professions require sound training in the principles of chemistry and a mastery of the fundamentals of physics and mathematics. Further explanations are given as to the types of work in which the chemist may engage.

Later in the course, the teacher gives each student a mimeographed chart showing the various careers in the chemistry field. As the course progresses the teacher points out certain applications of the unit being studied to the various vocations in chemistry.

Through the entire second semester emphasis is placed on the personal and academic qualifications for further training in chemistry. This is best accomplished by a "Check List of Desirable Qualifications for Chem-

istry" made up by the teacher and filled out by the individual student. The check list is also evaluated by the teacher and an interview held with each student to discuss the two evaluations. A brief report is filed in the student's cumulative class record.

Several times during the school year a student-teacher conference is held according to a well-planned procedure. One of these conferences, early in the second semester, is held with parents, student, and teacher all participating.

The chemistry club of the school plays an important role in gathering and presenting educational and vocational information. Students who plan to go to college form one club group and those going into a definite vocation another. From the beginning of the school year the two groups make semester-long investigations pertaining to their immediate future.

The group planning to go to work upon graduation study and report on employment opportunities in the field of chemistry in local and surrounding areas. It makes listings of the industries, government agencies, hospitals, agricultural agencies, etc., employing beginning chemical workers with high school training. Its findings are made into a group report and presented before the chemistry club sometime durng the second semester.

The group whose members plan to continue their education in college studies and reports on scholarships, awards, and work plans offered by many of the colleges the students expect to attend. These students will investigate the general requirements for admission, requirements for graduation, expenses, and other data concerning the colleges. A study of the following scholarships is usually made: Bausch and Lomb, Westinghouse

Science Talent Search, George Westinghouse Engineering Scholarship, General Electric, and the individual college and university scholarships. A general and specific survey of the many industrial awards is made by the group. These findings, too, are made into a group report and presented before the chemistry club some time during the second semester. This meeting is open to all students.

IV Two Illustrations of Guidance for College

Bulletin Board

In the main corridor of our high school building, we have a floor-to-ceiling, eight-foot-wide tack board. A large map of the United States is placed on this board and used for stimulating interest in college information. Our principal has employed vari-colored pins and cord to locate the various colleges attended by our graduates. Small tabs have been printed giving name of school, type of institution, and the city and state in which the school is located. These are attached to the map with cord and pin of a distinguishing color. When this work is completed the students have an excellent picture of type, kind, and location of schools in the United States which have been attended by local graduates. If a student is interested in a school not represented in the display, he tells the principal, and when information about that school is compiled it is placed on the map. This device is put up each year during the month of April and left intact for the entire month. Additional information about educational facilities and scholarships is also on the tack board.

Our librarian has formed a collection of catalogs from many of the schools in the United States. Extra copies are placed on display while the educational map is up.

The teacher-counselor spends a great deal of time consulting with students and parents about entrance requirements, cost, and other related information that parents desire. The teacher-counselor checks the cumulative record of each graduating senior to see that the student can meet the necessary requirements.

Just before graduation we hold a college day for our seniors, and the seniors of several neighboring schools. This gives many students an opportunity to talk with a large number of college representatives from all parts of the country who are invited to visit the school that day. At about this time most students are ready to make a final selection of their college, although there are always some who cannot decide until the last minute.

A Special Class

For those students who will enter college after graduation, the guidance department conducts a "College Problems Class." This meets one day each week during the assembly period throughout the first semester.

The purpose of this class is to provide information about colleges and universities which will help students choose wisely and also help them through the pre-entrance period. The class is elective and is open to seniors. Class periods are devoted to discussing the types of schools in which the students are interested; large, small, public, private, co-educational, mens', womens', liberal arts, and technical. Consideration is given to location, distance from home, money required, specialized subject matter, available scholarships, scholastic average required, majors and minors required, entrance examinations, types of application forms to be filled out, letters of recommendation, and transfer of credit. In addition to these discussions, the class hears various speakers such as counselors from neighboring schools, college admission officers, college presidents, military advisers, and personnel managers from business and industry. Personnel managers can help students learn about the type of college preparation necessary for certain business positions. These discussions are often extended to an evening session which is open to parents.

Another method of providing information to college-bound students is to have college representatives spend a day at the school talking to students about college. Early in the senior year each student makes out a questionnaire indicating the colleges in which he is interested. The school secretary files these questionnaires and, when a college representative is to appear, notifies those students who expressed an interest in that particular school. In addition, each teacher-counselor is responsible for seeing that

all questions of the student are answered and that all records are completed in time to send transcripts to the respective colleges.

V Disseminating Occupational Information Through the Homeroom

The following program is in use in a high school of about 250 students, operating under a homeroom plan. Each homeroom has about twenty-five students. Many of the activities for disseminating occupational and educational information center around the homeroom.

In the ninth grade homeroom there is a group study unit on a general survey of occupations. The teacher introduces the unit with a film such as "Finding Your Life's Work." From this point on, the students, with the help of the teacher, outline their own objectives and general problem areas. General problems considered are: What kinds of occupations are there? How should I study an occupation? How can I find out what I might do? The students then volunteer for the general problem area in which they would like to work, divide into groups and begin to plan their activities for the periods when they have the class. Activities vary, but some valuable things they do are: an occupational survey of the community, a survey of what qualities employers like to see in employees; field trips, outside speakers, films, etc. At some time during the unit the teacher administers an interest inventory and a personality inventory. These become a part of the cumulative record. To end the unit each student makes a private investigation of an occupational area or occupation in which he is interested. A written report is submitted and added to the student's cumulative record.

In the eleventh grade homeroom, occupational and educational information are again directly attacked, but

in a different fashion. There are a number of things this group does, four being briefly considered here.

College Map Display

The group often organizes a college map display. Students specifically interested in colleges gather all the necessary data on colleges in the area. A map is often made showing the locations of the various schools. Little slips of paper bearing the names of colleges are pasted around the map with threads extending to the town or city where the college is located. It is the responsibility of the students to gather data and post the final product on a suitable bulletin board. The librarian has a file of college catalogs available in the library for student use. During this project some students make a definite decision on a college, or become particularly interested in one college. To stimulate this interest, representatives of the various colleges toward which the students lean are invited to speak to the students. If it is feasible field trips to nearby campuses are arranged.

Trade School Survey

A similar project is often conducted by those who are interested in trade schools.

Career Day

Another good project is a student planned and directed career day. This is done by either junior or senior students. They make a survey of the interests of the pupils to help determine from what vocations they want representatives. Care should be taken not to have too many professional people. It is necessary to exercise precaution in scheduling conferences so as to avoid conflicts between large interest groups. Usually it is advisable to

set aside at least a day for this project so the student can hear several speakers. A time limit should be set for each group meeting with plenty of time allowed for discussion.

The students who are planning the day help select the speakers, making an effort to obtain men and women who are not only successful but who are able to interest others. Speakers are briefed on their function. It is a good practice to have a student chairman in each group.

Study of Local Business

Another valuable project is a study of local business and industry to see what employment opportunities are available in the community. The students should learn the aptitudes and requirements of these job possibilities.

Follow-up programs often evolve from this day and students arrange visits to industrial plants, farms, colleges and business houses to observe persons at work in the vocations under consideration. It is an excellent plan for the students to conduct a follow-up study to evaluate the career day proceedings. Such a study would include such questions as: Did you get help from the career day program? How did it help you? What changes can you suggest? The homeroom teachers are the advisers in this entire program.

Other activities of the junior and senior homeroom include planning vocational assemblies, inviting speakers to their own group, arranging and analyzing work interviews, etc. One excellent idea is to make use of the radio station. All small local stations like to sponsor student programs. As a combination public relations and occupational information dissemination program, a radio broadcast or series of student-sponsored broadcasts could be arranged. These could take the form of panel discussions, interviews with local employers, job descriptions, etc.

Jobs in a Local Community

The following jobs were found in one local community by a class studying occupations.

1. Accountants
2. Bookkeepers
3. Clerical Workers
4. I. B. M. Operators
5. Comptometer Operators
6. Auditors
7. Stenographers, Dictaphone
8. Stenographers, Shorthand
9. Secretaries
10. Telephone Operators
11. Division Directors
12. Safety Director
13. Labor Relations Manager
14. Employment Manager
15. Wage Analysts
16. Industrial Publications Editors
17. Engineers (Automotive)
18. Engineers (Mechanical)
19. Draftsman
20. Inspectors
21. Metallurgist
22. Department Heads
23. Servicemen
24. Junior Executives
25. Salesman
26. Research Men
27. Librarian
28. Copywriters
29. Artists
30. Photographers
31. Printers
32. Photostat Operators
33. Addressing Machine Operators
34. Duplicating Machine Operators
35. Promotion Man
36. Translators
37. Tool Makers
38. Carpenters
39. Masons
40. Machinists
41. Electricians
42. Stationary Engineers
43. Assemblers
44. Painters
45. Blacksmith
46. Tinsmith
47. Electric Welders
48. Acetylene Welders
49. Truck Drivers
50. Tool Designers
51. Civil Engineers
52. Foreman
53. Buyers
54. Purchasing Agent
55. Millwrights
56. Barbers
57. Timekeepers
58. Laboratory Assistants
59. Ozaloid Operators
60. Stockkeepers
61. Woodworking Machine Operator
62. Layout Man
63. Mechanics
64. Nurses
65. Crane Operators
66. Milk Testers
67. Milk Inspectors
68. Test Drivers
69. Chemists
70. Janitors
71. Watchman
72. Cutters — glove
73. Sewing Machine Operators
74. Hand stitchers
75. Sawmill Sawyer
76. Scaler
77. Hand Truckers
78. Milk Dryer Operators
79. Common Laborers
80. Bench Hands
81. Sheet Metal Workers
82. Furnace Tenders — Heat Treat
83. Roto Blast Operators

84. Laboratory Technicians
85. Brinnell Testers
86. Stock Chasers
87. Production Manager
88. Time Study Man
89. Material Analyst
90. Stock Analyst
91. Cost Analyst
92. Advertising Layout Man
93. Tool Dispensers
94. Blue Print Dispenser
95. Literature Production Chief
96. Doctors
97. Lawyers
98. Merchants
99. Bakers
100. Clerks
101. Filling Station Operators
102. Filling Station Attendant
103. Airplane Mechanics
104. Airplane Pilots
105. Publicity Man
106. Auctioneers
107. Finance Corp. Mgr.
108. Body Repairman
109. Automotive Salesman
110. Parts Manager
111. Bankers
112. Tellers
113. Beauty Shop Operators
114. Beauty Culturists
115. Bottling Plant Operators
116. Cashiers
117. Bowling Alley Proprietors
118. Receptionists
119. Pin Setters
120. Tavern Keeper
121. Bartenders
122. Beverage Distributors
123. Coin Machine Operators
124. Canners
125. Packers
126. Butchers
127. Chamber of Commerce Secretary
128. Cheese Processors
129. Chiropractors
130. Optometrists
131. Clergymen
132. Policeman
133. City Engineers
134. City Street Commissioner
135. City Electrical Engineer
136. Dry Cleaners
137. Laundry Operators
138. Millers
139. Lumber Yard Operators
140. Lumber Yard Attendants
141. Coal Dealers
142. Ice Dealers
143. Building Contractors
144. Cement Contractors
145. Plasterers
146. Dairy Operators
147. Dentists
148. Passenger Agent
149. Freight Agent
150. Western Union Operator
151. Track Supervisor
152. Druggists
153. Refrigeration Repairman
154. Radio Repairman
155. Appliance Salesman
156. Elevator Operators
157. Telephone Lineman
158. Telephone Repairman
159. Garageman
160. Golf Professional
161. Greenhouse Operator
162. Grocers
163. Heating Contractors
164. Plumbers
165. Hotel Proprietors
166. Bell-hops
167. Candy Makers
168. Implement Salesman
169. Insulation Sales
170. Insulation Installation
171. Insurance Salesman
172. Real Estate Brokers
173. Jewelers
174. Live Stock Buyers
175. Loan Associations
176. Music Teachers
177. Musicians
178. Pressmen
179. Compositors
180. Linotype Operators
181. Editors

182. Opticians
183. Pickle Factory Employees
184. Photo Studio Operators
185. Commercial Photographers
186. Postal Employees (office)
187. Postmen (city and rural)
188. Poultry Buyers
189. Poultry Processors
190. Electric Power Lineman
191. Electrical Engineers
192. Restaurant Proprietors
193. Cooks
194. Waitresses
195. Sand and Gravel Plant Employees
196. Teachers
197. School Superintendent
198. Principals
199. Sewage Disposal Plant Engineers
200. Furnace Repairman
201. Cobblers
202. Cabbies
203. Theatre Manager
204. Theatre Projectionists
205. Undertakers
206. Veterinarians
207. Varitype Operator
208. Sign Painter
209. Warehouseman

VI Other Means of Supplying Educational and Occupational Information

Work Experience

Another method of providing students with information about occupations is a work experience program for juniors and seniors. Students who expect to seek employment after their graduation are often placed in part-time or summer jobs related to those they wish to follow after they have finished school. This program is under the direction of a coordinator who works in conjunction with the guidance program when placing students in positions.

Vocational Information in Academic Subjects

During a student's sophomore year, time can be used in each academic class to discuss the occupations which are related to that particular subject. Field trips can be arranged and displays and charts prepared as a means of analyzing the occupations.

Disseminating Occupational and Educational Information Through the Library

It has been previously mentioned that the library should have a complete file of college catalogs; it should

also have as complete a file as possible on vocations. This should be arranged so that it is inviting and convenient for student use. The librarian can keep an attractive bulletin board displaying pamphlets, posters and occupational information. If the students are not making good use of the material the librarian could collaborate with the homeroom adviser or teacher-counselor and send post cards to students telling them what occupational and vocational information is available and inviting them to come to the library for a visit.

Extracurricular Activities

Clubs and other interest groups provide an excellent means of disseminating information. For example, a photography club gives actual experience; F.F.A. gives an overview of agriculture. It is the responsibility of the club sponsor to utilize all opportunities along this line, such as arranging appropriate field trips and providing competent speakers in the various areas of interest.

Utilizing Community Resources

It should be the responsibility of the counselor and the administrator to utilize community sources. Good relations with service clubs such as Lions, Kiwanis, Rotary, Womens' Clubs, etc., can broaden the program considerably. Usually these clubs have a "youth committee." They can sometimes be encouraged to buy books for the library. Often their members can be used as resource and referral persons. A group of businessmen could be organized to give a panel discussion on such subjects as "What employers like to see in employees."

VII How One High School Began the Task of Supplying Educational and Occupational Information

A high school of 600 students had employed a full-time guidance counselor and attempted to set up an organized guidance program. However most of the guidance services were still on paper. The work of the counselor consisted largely of testing, administrative duties, and acting as truant officer. The counselor, wishing to expand the guidance services and break through the "lip service only" attitude of the administration, decided that by creating a program to disseminate occupational and educational information he could win both administrative and student enthusiasm for the guidance program as a whole.

Like any phase of the guidance program, success in supplying educational and occupational information to the students depends upon the establishment of a good working relationship between the counselor, the administration, the faculty, the students, and the community. Since all of these groups quickly conceded the value of equipping the student with adequate occupational data, the counselor chose to concentrate on this service in order to open the door for an improved guidance program.

The counselor first went to the school administration and suggested that the following year the school theme be, "After Graduation, What?" He pointed out that here would be a chance for the school to improve its public relations through working with the business men of the community. He stated that in the past the school had done quite a bit of testing but little use had been made of the results. Here was a chance to utilize the test scores without additional school expense. Also by having such

an underlying theme the students, faculty, and the administration could work together in a unity of purpose that would motivate all three.

The administration agreed to give the program a trial and the counselor immediately turned his attention to working with the school faculty. He laid his ground work carefully, talking to each of the faculty about the idea, asking each how he thought he could contribute to the idea in his own classes. The majority seemed to favor having a school theme during the year and the counselor's genuine enthusiasm soon spread to the teachers. The stage was set to inaugurate the program.

The local press cooperated and two weeks before the school year started the theme was announced and given good publicity. During orientation week the entire student body met in a special assembly and the theme was again stressed. The students filled out questionnaires on their wishes and plans for post-graduation years, what jobs they were interested in, and what post high school education they were considering. The guidance director used these questionnaires and the scores of the Kuder Preference Record, Vocational, as a basis for personal interviews. In the course of the school year, all lower classmen were given at least one personal interview which concerned their future plans, and juniors and seniors were given two.

The favorable attitude that the guidance counselor had created among the teachers paid big dividends in the success of the program. As the students and teachers warmed to the program, many activities were brought into play to further the possibilities of disseminating educational and occupational information. Field trips were used extensively by many classes, and especially in the area of science, to acquaint the students with the job

possibilities in various fields. English teachers used class debates on controversial subjects concerning facets of education and occupations. Visual aids were employed by many classes whenever possible. Panel discussions were held also and some classes made career guidebooks, collecting clippings about various occupations that are available to high school and college graduates. The teachers were urged not to give undue stress to the professional occupations.

The climax of the year's work was a career conference held during March. The conference lasted for four weeks with the final period of each school day devoted to various occupations. A committee of teachers and students organized the conference and surveyed the interests of the student body. The committee then selected speakers from the occupations and educational institutions that seemed to interest the most students. A letter was sent to each speaker, explaining the purpose of the conference and inviting him to participate. The conference was publicized through the school newspaper and the city paper. A student chairman was chosen to preside over each session of the conference. The student chosen was one who was particularly interested in the occupation being considered that day and he was asked to prepare a number of questions for discussion.

At its conclusion the students were questioned about any help they might have received from the career conference, and asked what suggestions they had for improving it. The remainder of the school year was spent in summing up in the classrooms the theme, "After Graduation, What?"

Teachers and students alike thought that having an underlying theme for the school year was a good idea. Student motivation seemed to improve and rapport with

students, faculty, administration, and the community as a whole was boosted considerably. The guidance director took the opportunity to impress upon the administration the further advantage of a placement and follow-up program.

Supplying occupational and educational information to students is one of the easiest methods of selling the guidance program to both students and the public. Here the students are concerned with a problem that has their interest and for which they can see a need. Here, also, is an excellent opportunity for the community to participate in the school program. A wise school administration knows that in order to serve the best interests of the students and the community a complete guidance program is essential. A wise guidance director knows that he must have a complete program in order to meet the needs of the youth of today. Disseminating occupational and educational information alone is not enough; it must be followed with other phases of guidance services.

VIII A Large Township High School's Provision for Supplying Educational and Occupational Information

The educational and occupational information services presented in this section are intended for use in a large township high school. To supply such information many methods are used. Just those phases which are particularly pertinent will be discussed here. The major vocational information services are as follows:

Career Studies

All freshmen in the first semester of their social studies, core, or unified studies classes make a study of

careers. This is based upon the need of every student to compare his own capabilities, interests and aims with requirements and opportunities offered by occupations that await him beyond the school. He compares himself with what he wants to be. The student learns the nature of the work in various jobs, and studies employment figures, wages, permanency, and security. He investigates training and ability requirements, working conditions, and opportunities for advancement. He finds that there are many tests that may measure his abilities and interests in various fields, and even judge his personality. The climax of the course comes in four laboratory periods at the end of the twenty class sessions used in the study, when students compare what they believe are their own abilities and interests with requirements of occupations. In some groups this is handled in front of the class by an interview of an "applicant" for a position by an "employer," both parts played by students, or the part of the "employer" played by someone brought in from the outside who is thoroughly familiar with the career he represents. On the last day of class the student hands in an essay in which he discusses his interests and aims in life. "Career folders" are then assembled for each student and distributed to the various teacher-counselors before they have their first interviews with the students.

Career Clubs

Every year during January, February, and March a local service club and the school join in sponsoring a career-study club program for students of all grade levels. The forty or so career clubs which are formed represent a great variety of vocational areas. Students affiliate with the clubs that are built around their own

vocational interests. Teachers can further this part of the program by encouraging students to sign up for clubs which are related to the subjects they are studying. Often teachers take an active part in the program by going on the trips with the students and by conducting class discussion of the trips, both before and after they are made.

The career clubs meet approximately once a month, either early in the evening, on Saturdays, or after school, thus making it possible for busy professional and business people with extensive training and experience in their respective fields to give first-hand occupational information about the vocational areas they represent.

Occupational Pamphlets

When students want occupational information for either assigned or self-motivated study they have available to them in the school library over three thousand pamphlets on various occupations. These pamphlets are the ones listed in Gertrude Forrester's book titled *Occupational Pamphlets,* and a card catalog is available which lists these pamphlets in the same sequence as they are listed in the book. This service is supplemented by current issues of the *Occupational Index* and the *Guidance Index.*

Job Experience Courses

One of the most practical means for students to obtain vocational information is through actual "on-the-job" experiences such as are provided in the diversified occupations program and distributive education classes. In the former, seniors work at practically any feasible job for ten hours per week and attend class five periods per week, all under very close supervision. In distributive education students work at a job in the sales field fifteen

or more hours per week during their senior year and attend class five double-periods per week. In such co-operative classes as these the school provides the necessary related and theoretical information as it pertains to the selected business, trade, or industry, while the business firms furnish the opportunity to learn vocations on the job under actual working conditions. This type program has become increasingly popular and is made possible in many communities through the cooperation of local industrial firms and a coordinator who is from the staff of the school's vocational or business education department.

Exploratory Courses

Freshmen have available to them, as an elective, an exploratory course in industrial arts. Here the student spends nine weeks each in woodworking, metals, graphic arts, and drawing. Such a course gives him a preview of the trade skills that are common in industry and provides considerable vocational information by presenting an overview of the industrial arts. Students thus have the opportunity, and are encouraged, to evaluate their potentialities and likings for related occupations. An attempt has been made to interest all freshmen in this course, rather than relegate it to those who are deemed incapable of doing well in academic subjects. The "above average" student benefits from it as much, if not more than those who are too commonly directed into it. In drawing up the course definite plans have been made for supplementing the program through carefully selected field trips, and many audio-visual aids which are directly related to the specific areas.

The home economics department offers an exploratory course which includes exploration into such areas

as foods and hospitality; care of the home and home mechanics; clothing selection, care and construction; good grooming; family life and child care.

Group Guidance Program for Non-College Juniors and Seniors

On certain Tuesdays from 8:30 until 9:10 throughout the year all non-college juniors and seniors attend programs especially designed for them. General aspects of the business and industrial worlds are discussed, with such topics as "The World at Work" being dealt with.

College Problems Classes

On the Tuesdays when non-college juniors and seniors are attending vocational information classes, all juniors and seniors who intend to go to college can attend College Problems Classes. At such meetings general problems of college selection and college life are discussed. These group guidance classes do a great deal to lessen the time required by teacher-counselors to talk over the general problems with students individually.

Counseling of College-Bound Juniors and Seniors

Junior students are encouraged to select their college early, or at least to pick the general type of school that would best meet their needs. This is done primarily so that the student's course work in high school can be more wisely planned in line with the wide diversity of entrance requirements which are prevalent throughout colleges and universities in the United States. In line with this, the guidance director has supplied all teacher-counselors with information about the basic admission requirements of the major colleges in the country. This is very valuable in helping students plan their courses. To

be the most help to the student the teacher-counselor must be thoroughly acquainted with those schools to which graduates of his school normally go.

College Catalogs, Bulletins, Handbooks, and Annuals

The main library has a collection of catalogs from virtually all colleges and universities in the United States. These catalogs are used by teacher-counselors and students in planning the electives and extracurricular activities in which the student will participate. They also are an aid in college selection. It is obvious that information of this type, which is helpful to individuals in making choices, should be available to them far in advance of their actual needs.

Also available in the study halls are current college handbooks, college annuals, bulletins, college newspapers, and the like, all of which are very valuable in providing information about specific institutions.

Value of Occupational Planning

It is becoming widely recognized by pupils, parents, teachers and counselors that high school youth should engage in purposeful plan-making for the future. Entering an occupation by chance is a risky venture at best. Taking the job which pays the best starting wage is not always the wisest choice. Supplying youth with adequate educational and occupational information should take some of the chance out of these important decisions. Although this is only one phase of a comprehensive guidance program, it is an important phase.

CHAPTER NINE

Promoting Personal and Social Growth Through Group Activities

It has been said that we are born individuals but that we become persons through association with others. The personal and social growth of the individual is fostered by group as well as by individual activities.

I Values of Group Living in School

Guidance workers are interested in many aspects of growth as these are evidenced in different individuals. Growth means many things. It means added maturity. It suggests an increase in power and strength and in the skills which are helpful or necessary to an individual's successful adjustment. One of the most dynamic ways of promoting growth is through the process of group living and almost every school situation presents a possibility for such an experience.

Most pupils are participating in group living in one form or another almost from the moment they wake in the morning. Their first contact is with the family group and learning to get along here is a primary lesson. (If schools could do more to educate pupils for family living, perhaps our divorce rate would not be so high.) The fam-

ily group teaches the individual some of the most fundamental concepts of living with others, and lays the background for group living in school.

Education in terms of "schooling" is in part a process of group living. Pupils who ride buses to school have their first daily contact with a school group on the bus, and the bus ride is not to be discounted as an educational experience. It is a prime opportunity for students to learn a practical and realistic lesson in courtesy and consideration for others in a life-like situation. The bus students who have the experience of making special provision for a handicapped boy or girl profit from that experience. On the other hand, the students who, because of misconduct, are unceremoniously removed from the bus and told to walk the rest of the way home also learn a valuable lesson. Also students learn what it means to take their turn and to wait in line. Group pressure is usually too strong to allow many violations of the rule of fair play in this respect.

Group contacts in the halls are important to students. Many students come to school early in order to see their friends and talk with them uninhibited by the usual classroom restraint. No matter how crowded a school is, the halls can be orderly. This requires education for hall-conduct and enough school spirit to enlist cooperation. In some schools the halls are all but dangerous. They may be unnecessarily dirty and noisy. A school owes it to its students to teach them something better than pushing, shoving, and shouting in the halls.

In the classroom, too, the group living experience is an important part of the educational environment. Through group living in the classroom, students learn more about themselves and their schoolmates, about what is and what is not acceptable, and how to get along with

people in groups. The teacher who knows how to use the group as a motivating lever has a useful tool in her hands. For instance, a teacher cannot be really successful in combating cheating if cheating is the accepted method of the group. But get the entire group to disapprove of cheating, and it is a desperate individual who will risk group scorn and disapproval by trying it.

Group dynamics are especially apparent in extracurricular activities. Team play is stressed. Learning to function smoothly and cooperatively with the group is of great importance. Interest and hobby clubs bring together groups that can work toward a single purpose. Spectator sportsmanship, too, is part of group living.

Through group living students learn to cooperate, to work together with other people toward common goals. They learn that give and take is part of getting along with the group. Perhaps when all the facts of ancient history are faded and gone, students will remember the lessons they learned from and about living within the group of which they were a part.

II Group Guidance Techniques

Group guidance techniques have an important place in the modern school because they:

1. Conserve teacher time and energy
2. Help students to gain more guidance information by means of activities such as exploratory courses
3. Assist the school in building desirable attitudes by creating an awareness of certain basic ideals of character
4. Develop inter-personal skills by providing an opportunity to gain experience in using democratic processes

5. Help create respect for group rules
6. Lay a foundation for individual guidance
7. Facilitate the handling of administrative details of the school
8. Stimulate and create interest in the school.

Every school is composed of at least three groups: administration, instructional staff, and student body. The teacher's greatest contribution in group guidance can be made through his regular classroom activities, and not in a special period set apart for guidance purposes. The teacher will need to readjust the emphasis from subject matter goals to objectives of student development, if he is to be successful in this endeavor, however. The application of democratic processes in student activities is a desirable means of group guidance, channeling the vigor and enthusiasm of youth into constructive experiences which result in greater achievement in school. The best utilization of group guidance situations is found where administrators, teachers, and students work in close cooperation.

The teacher-counselor uses the group to help meet the common problems of the individuals in the group. Among the problems frequently handled successfully by this method are: understanding the customs and the traditions of the school, using the library, preparing for examinations, health problems, safety measures, making the most of educational opportunities, the place of required and elective subjects, courtesy and etiquette, school marks, scholarship, judging a vocation as to its advantages and disadvantages, and evaluating one's interests and abilities.

The group has many meanings to the individual. All of these implications are the concern of those who are

interested in a well-rounded guidance program. The counselor is aware of the pressure of the group as a force in molding the personality of the individual. The school administrator recognizes that group attitudes will change individual behavior. Mental hygienists have long known that the individual's reactions to the group are exceedingly significant. The teacher-counselor and others who work with youth must frequently organize activities that will give the individual a favorable opportunity to learn from the group.

It should be pointed out that group guidance work will miss the mark by a wide margin unless the topic or problem under consideration is significant to the group. In one school, the homeroom advisers decided that the topic of etiquette should be discussed during the junior year. This topic did not seem important to the juniors at the time, and the results were most discouraging. Later, however, one sponsor noticed considerable interest in this subject when plans were being made for the junior prom; consequently, she re-introduced the topic for discussion. Then she found her group to be exceptionally interested in proper etiquette. All too frequently group-guidance activities fail because the teacher-counselor starts with a topic she thinks the group should consider, despite the fact that they show no interest in it. The test here is simply this: is the problem significant to the pupils now and one that they want to discuss? Individual conferences, steering committees, and questionnaires should be utilized to discover the present interests of the group.

There are many satisfactory results that may be obtained by adopting group guidance techniques. First, the individual may realize that his problem is not unique with him. The athlete who feels that he is the only

member of the team who is making a certain mistake may be relieved to find out that other members of the team are guilty of the same error. He may learn this only when the coach addresses the whole team about it. Second, adolescents are often particularly sensitive to criticism and praise given by their contemporaries. In an ideal group guidance situation, the students themselves direct the discussion with the leader entering in only occasionally to give the discussion a different slant. The main tools in group guidance are the emotional conflicts and harmonies, the identification of oneself with others, the interaction of ideas, and the mutual admiration that develops among the members of the group.

Too often, the exponents of the theory of individualism forget that basically democracy is group living. To keep a government democratic, an individual must work in a group that shares the responsibilities and rewards which grow out of democratic living. The theory of compromise which is essential to the existence of democracy demands that the individual abide by the group action. The training received in school groups, whether athletic, cultural, or social, aids the individual to live in the group world that exists outside of the school as well as within it.

Without some common relationship, a group becomes just a number of people who are in physical relationship with each other, but who do not acknowledge the presence of each other psychologically. Too often, placing students in a group for vocational or social guidance is nothing more than a physical relationship. One student has no inclination to identify himself with the student four rows away; there is no interplay of emotion between the pupil in the front seat and the pupil at the back of the room; one student's idea may fall upon the purposely deaf ears

of another. It does not follow that no group guidance can be accomplished in regular classes; at times an excellent teacher can strike upon something that is interesting and stimulating to all members of a class and bind them together psychologically, but it is almost an impossibility for an individual teacher to maintain that relationship with her classroom group constantly over a school year.

Another important result of group guidance is the development of a personality which desires to, and is capable of, participating in a progressive and evolving society. This also can be considered one main function of education. Education, which in this sense includes the training received in the home, is designed to change the ego-centered child who lacks the concept of proper behavior in group relationships and who has no cognizance of the needs of others, into a mature adult. Group interaction will bring about such a modification of personality, and the best group interactions are those that bring the child into face-to-face *friendly* relationships with his contemporaries and adults. Too often the classroom situation is not a friendly one.

How may all this be practically applied by the teacher-counselor? An answer is suggested by the earlier discussion: students with similar problems may be brought into groups, voluntary in nature, with the primary purpose of correcting or solving these problems. One caution should be stated, however. The group must have a creative purpose for existing. If the students are known to be reluctant to discuss personal problems in a group situation, and yet the counselor wishes an individual student to gain from group interaction, he, the counselor, can devise some project beneficial to the school which the group may create. In the conception of the

project, the counselor makes it possible for the individual to project his emotions or beliefs and possibly arrive at an answer to his particular problem. One such group project is the preparation of a filmstrip for use in a twelfth grade social studies course. The general theme is a consideration of personality, and the specific subject of the film deals with overcoming shyness. A small group of individuals who show tendencies of shyness may be brought together to write, film, and present this strip. Through their individual readings and group discussions about shyness, they may come to the answer they are seeking individually. They may also satisfy some of their social needs such as their desire to belong to a group, mutual admiration, group acceptance, and recognition. This may lead to another function of group guidance: the orderly and wholesome development of the human personality.

III Promoting Group Living Through the Homeroom

Let's look at the generally accepted functions of a group guidance program for the homeroom.

(1) Fostering an organization to promote democratic relationships
(2) Providing for better appraisal of personal assets and liabilities
(3) Procuring information about educational, vocational, personal-social, and civic opportunities
(4) Advancing the development of social skills
(5) Stimulating interest in extracurricular activities
(6) Considering ways to improve the school as a community

Now let us see how such functions can be met in junior high school homerooms.

A junior high school has 850 students, all of whom have individual problems. There are thirty-one homerooms, each having an average of about twenty-eight pupils. The homeroom periods are at 8:15 in the morning and again at 1:00 in the afternoon.

In any grouping of students there are adjustments which need to be made, rough places in school life which need to be made smooth, experiences which need to be shared, and just ordinary everyday things which need to be understood. The school has assigned these functions and many more to the homeroom.

In this particular school, the homeroom teacher works closely with the counselors and does all she can to guide the pupil through three happy and successful years. She helps him with many of his problems or directs him to the persons who can give specialized help. This is as it should be, for the effective homeroom is the school-home of the pupil or the "home away from home."

At this junior high school it is in the homeroom that students learn to know each other best. They learn to live together informally, to play together, and to face some of life's problems together. Here is a setting that is conducive to friendliness, to decision, to experimentation, and to democratic living.

The morning period of seven minutes is, of course, used for routine matters, such as taking the attendance and making announcements. The afternoon period is forty-five minutes in length and follows this schedule. Monday is devoted to special duties and planning for the week. On Tuesday parliamentary procedures are projected through the means of a homeroom business meeting. On Wednesday every student remains in his

homeroom, and the time is given either to individual counseling or to group guidance activities. Club day is Thursday; those not belonging to a club spend this time in the homeroom studying. Friday is set aside for school assemblies.

Special emphasis is placed on the Wednesday program when individual and group problems are shared. There are many difficulties which concern individuals in relation to the group which may be handled more successfully by the homeroom teacher than by the counselor. Consider, for instance, the case of Mary, who had been expelled from two schools and labeled as an "uninterrupted chaos." She was assigned by the counselor to a quiet and understanding homeroom teacher. After several days of observing the girl's behavior, the teacher noticed that Mary was quite obviously trying to attract the attention of the boys. She suggested to Mary that she might have better cooperation on the part of the boys if she were more sophisticated and not quite so aggressive. Mary thought it might be worth a try, and by the end of the semester had improved enough in her behavior that she was beginning to get recognition from the group in a normal way.

Another pupil in the same homeroom was Ruth. She had been out of school for two years and, because she was unable to find suitable work, had decided to return. Ruth was eighteen and she was finding it difficult to adjust to school life. She stayed away from school more often than was necessary. The homeroom teacher realized that she was not succeeding in school because she had forgotten how to study and also because she was older than most of her group. She gave her some extra help and enlisted the aid of the counselor in the project. During the spring semester Ruth spent one period each day

in the counselor's office assisting with attendance records; as a result, by the end of the semester her own attendance had greatly improved. For the first time Ruth experienced a feeling of belonging, her grades improved, and her status in the group rose rapidly. When she was promoted to the tenth grade she said that she was determined to finish high school even if she were twenty-one when she was graduated. All individual problems do not require so much help, but a fine homeroom teacher can aid each student according to his need. A good method is to start where the pupils are and gradually guide them to a solution of their own problems.

When a problem concerning the entire group presents itself, it is very helpful to bring the question before the group for discussion. Paul, the star basketball player in the senior high school, had been declared ineligible for the rest of the month because he was caught cheating in his mathematics examination. The homeroom teacher, sensing the feeling in the group and in the school was running high because of Paul's importance to the team, knew that little work could be accomplished until the situation was discussed and clarified. So a committee was appointed to prepare several questions for discussion, and after the first question had been stated, the teacher, acting as moderator, opened the discussion while the committee members continued to raise additional questions. The entire class period was used for discussion, and class members were permitted to ask further questions. The result was a more sympathetic understanding of the administration's position. This procedure could be defined as group guidance in that the problem of one individual was of interest to a number of individuals in the group. Other topics for group discussion are principles of good citizenship, qualifications of officers for the

homeroom or student council, sportsmanship, qualities needed for a particular job, how to study, and how to choose a vocation. In no case should the discussion be centered on an individual present. In order to satisfy the vital needs of adolescents, problems such as these must be treated realistically and a specific time and place must be allotted for their consideration.

The homeroom, therefore, is important, for here the student experiences group living within the school. The influence it has on the individual can be a determining factor in the pupil's behavior. It is the family unit within the life of the school, just as the home is the family unit within the life of the community. As such it should be animated by those qualities that are found in every true home: understanding, sympathy, justice, and confidence in one another.

IV Promoting Personal and Social Growth Through the Extra-Curriculum

Until recently the term "extracurricular activity" had not been held in high esteem by a great many educators. The common belief was that the student's growth would come only from a pursuit of academic material. But as high school enrollments increased year after year, there arose social, cultural, and recreational needs, which were not being adequately met in the over-crowded classrooms. As an outgrowth of this situation, extracurricular activities began to make their appearance. Among the first were athletics and a few isolated clubs. It did not take long for the benefits of these activities to become apparent. They enabled pupils to express themselves, to accomplish a given task, and at the same time to enjoy the freedom not found in the academic classroom. They also

served to promote personality development. Burnham has listed the three requirements for a wholesome personality as "a task, a plan, and freedom."[1] In what better way could a student discover his various potential interests and abilities than through extracurricular activities? They give him an opportunity to explore interests and develop skills and may lead him to activities that he can enjoy throughout his entire life. The real problem then so far as guidance is concerned, is to help each boy and girl to get the most out of his high school experiences and to aid each one to develop an attitude which will facilitate continued growth.

Curriculum builders are increasingly conscious of the fact that they must give more time to activity and less to passivity; more time to creative consideration of problems today and tomorrow, and less to the worship of yesterday. Why wouldn't it be wise for those responsible for curriculum building or reorganization to take into consideration suggestions from students? Their views of course would have to be carefully checked and supplemented. Questionnaires as to their interests and needs, as they saw them, could be distributed. Then, to comply with the needs of the students, perhaps new courses could be introduced or additional extracurricular activities instituted.

Quite often classroom teachers without extracurricular experience feel that the extracurricular activities seem to be "running" the school. It is possible for a school to have too many activities which take pupil time and therefore leave too little for academic work. But it may be also, that the students are "held down" by regular classroom procedure and desire the more informal atmosphere offered through extracurricular subjects. Just

[1] Burnham, Wm. H. "Essentials of Mental Health" Personal Growth Leaflet Number 109. Washington, D. C.: Nat. Educ. Association.

what are the advantages of these activities? In studies of extracurricular activities, it is commonly found that the biggest contributions are in responsibility, leadership, social graces, citizenship training, enthusiasm, good scholarship, interest and loyalty to the school, development of cooperation and harmony, and increased interests in desirable leisure-time activities. The chief disadvantages are that clubs often make cliques, they take too much of the pupil's time, there is a lack of faculty advisers for clubs, and there are insufficient wholesome programs. As one can see, the advantages far outweigh the disadvantages. The justification, then, for extracurricular activities, lies in their contribution to the student's education.

Extracurricular activities offer a tool to the person in charge of the guidance program. First they definitely show a student's interest which is significant in itself. Since in most schools these activities are elective, they show what the student chooses if he is given the freedom of choice. This one criteria alone is important to guidance. Many students engage in various extracurricular activities without realizing the many possibilities offered for personal development. The guidance director can point out these opportunities, especially in the important fields of leadership and accepting responsibility. Helping to organize a club, electing officers, being responsible for a club project, are just a few of the possibilities offered.

Another excellent opportunity for guidance through extracurricular work is in the area of leisure time. Certainly it is important for a growing personality to have some planned leisure time in a field of his interest. Mental and physical health are closely connected, one's physical health can be improved by sound mental health as well as by proper physical activities. Pleasant, satis-

fying leisure-time pursuits promote sound mental health. This principle applies to teachers as well as pupils.

Just what activities should be included in the extra-curricular program? This question can be settled best by the administrator and his advisers thinking through the unique problems of their own school. Care should be taken, though, not to include too many normally extra-curricular activities into the regular school curriculum. It must be remembered that, if they are to function best, they must retain the challenge of choice, planning, and freedom from too much teacher direction.

What pupils shall participate? In smaller schools it is always evident that the better students seem to be in the most activities, music, drama, athletic, and literary, though quite often there will be an exceptionally intelligent person who enters no activities. Sometimes this is common with younger children who have entered high school before they actually "fit" into the age group. To accelerate his adjustment this type of individual should be encouraged to participate in extracurricular work.

The student council offers an excellent opportunity for students to gain experience in leadership. From problems of student government they may expand to those concerned with home and community. For the student who does not go on to college, high school offers the best opportunity for preparation for intelligent participation in a democracy.

For years musical activities have played an important role in secondary schools. They not only contribute to the life of the school, but also to the growth and development of the high school student. Music is one of the activities that has a significant carry over into adult life, if not through participation, then through appreciation.

As stated in *Guidance in the Secondary School,* by Hamrin and Erickson, "Based on pupil interests, they (extracurricular activities) provide an understanding of the fundamental drives of each pupil. They provide numerous opportunities for educative stimulation. They are real opportunities for the development of leadership. Teachers, too, have an opportunity to gain new insights into pupil behavior and to find expression for their own interests. Truly, the extracurricular activity can become 'school-life' experiences."[1]

V Promoting Growth Through School Clubs

In a fine high school the club program is organized by the guidance director. It offers a wide variety of choices to the eight hundred students in this school. There are approximately fifty clubs from which each student may choose two. The clubs are divided into two groups. Group I clubs meet the first and third Tuesdays of the month. Group II clubs meet the second and fourth Tuesdays of the month. The Tuesday morning classes are shortened to permit a forty-minute club period between periods three and four. The club "season" runs from October to May.

Teachers are permitted to choose the clubs they wish to sponsor. Membership in clubs is not compulsory, students who do not want to join a club may spend that time in the study hall. However, most of the students take advantage of the club program.

In order to give an idea of the types of clubs offered, here are a few of them: Future Teachers of America, Commercial, Dramatics, Debate, Canasta, Square Dancing, Social Dancing, Bridge, Get Hep (etiquette for fresh-

[1] Hamrin, S. A., and Erickson, C. E. *Guidance in The Secondary School.* New York: D. Appleton - Century, 1939. pp. 212-213.

men), Clay Modeling, Fly Tying, Baseball, Chess, Local Historical, and Music.

Generally speaking, the activities of the clubs are planned by the students. This is an outstanding advantage. The students learn how to get along with each other. They learn social graces that will be of lasting value to them. Many of the clubs provide information to which students otherwise would not be exposed. Students elect their own club officers and any committees they feel they need. In planning their program the students sometimes choose to go on field trips, have movies, or invite outside speakers to appear before them.

Any organized school activity which permits students to become better adjusted individuals helps them grow. Something good happens to a student when he feels he belongs. Happiness in life comes more easily to those who have learned to get along with others.

VI Promoting Growth Through the G.A.A.

As a further illustration, let us consider the program of the Girls' Athletic Association because of its possibilities in promoting social growth. This is not an interscholastic organization and yet it is broader than an intramural program. The social objective is far more important than the physical one. For a girl to choose a G. A. A. program she should be interested primarily in physical activity and in being with people. Her skill need not be superior, but as it develops she undoubtedly will feel self-satisfaction in her accomplishment.

There are many ways of grouping girls in teams and these groupings are changed frequently. No girl should always be on a losing team. There are many opportunities for leadership. There always seems to be a fine spirit in

rotating responsibilities such as captain, manager, and the like. The competition is such that no group dominates for long and good sportsmanship must prevail. The girls learn to play for the fun of playing and enjoy winning if they can.

A variety of team and individual sports must be provided so that group cooperation is experienced in team games, and provision is made for girls to learn to compete individually. Experience in officiating is also provided. This leads to a better understanding of the position of officials in competitive games. Physical health is given careful consideration in working out the G. A. A. program. The handicapped student, too, has a place. She may help coach a group, keep score or be a time-keeper, officiate in some games, such as volleyball or softball, or help schedule tournaments.

There are many social features of an active girls' group such as this. The following are a few: candlelight initiation teas inviting the mothers and women faculty, play nights with fathers or boy friends, mother-daughter banquets at which time awards might be given, or sponsoring a big school dance, and assisting in after-school dances.

Playdays are another type of worthwhile activity. The wholesome spirit and the good friends made are almost unbelievable at these high school playdays. After near bloodshed at a basketball game two rival schools can meet amicably the next morning in good-natured, fair-minded play. Besides being fun, playdays teach girls to be acceptable guests and to take their turns as gracious hostesses.

The G. A. A. often sponsors dance and sport workshops for several schools. Last spring two girls went to a workshop concerned with the problem of helping to

form other local G. A. A. organizations. All of the leadership and participation was by students. Each year Illinois alone has thousands of girls participating in playdays, workshops and leadership camps.

Trips are often sponsored through the G. A. A. Many schools charter a bus for a day in Chicago, sometimes from considerable distances. Often no one of the students has ever been in Chicago before.

In an active organization which performs a service to the school, there is a necessity for funds. This demands money-making projects in which team work has to excel.

One can readily see that in this one extracurricular activity there is no real limitation. An active person is usually a happy person and more capable of generating creative ideas. In a vital organization such as the G. A. A. can be, a girl has the opportunity to learn many carry-over skills both of a physical and a social character. In addition to developing her physical proficiency she has an opportunity to use her other talents and abilities by serving on the various committees. For some it is a try-out period in which they can decide if they wish to go on in physical education work. Many teachers of physical education began in G. A. A. and further developed their abilities on summer playgrounds and in camps.

This particular extracurricular activity, the Girls' Athletic Association, not only helps to create a fine school spirit, but it also brings the school into closer cooperation with the home, community, and nearby communities.

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FOR SECONDARY EDUCATION

CHAPTER TEN

A Program of Placement and Follow-Up Services

The guidance program has the responsibility of aiding the pupil, through its various services, to adjust to his present and his future educational activities and afterwards to enter suitable and satisfying employment. The guidance program should provide students who are moving into a new situation with the information they need to help them study themselves in relation to their new environment. Further, it should assist them in the process of planning in terms of the new situation, and in making the best possible adjustment to the new experience. No guidance program is complete without an organized plan for placement and follow-up. Today's world is so complex that the student does not have the opportunity to explore many occupational areas, and so he needs assistance in matching his interests and abilities to possible jobs and in making adjustments and progress on the job.

1 What is Placement?

In discussing placement, we will consider it as the satisfactory adjustment to the next situation; whether

it be to the curriculum in school, the extra-curriculum, a new type school (vocational, trade, college, etc.), or to an occupation. The need for help in these areas stems from the fact that students can profitably use assistance in making decisions and in putting these decisions into action. It is logical that the school should be concerned with placement because no other agency knows so much about the individual. In fulfilling its obligation, the school can put its accumulated information into direct use. The effectiveness of the school is not only judged by placement in the school curriculum and the extra-curriculum, but also by what students do after leaving a particular institution. Supplying educational and occupational information includes the steps in gathering information about jobs and schools beyond high school. Community surveys, courses in occupations, tours, career clubs, college clubs, library, and homeroom are possible means.

The placement program, like the whole guidance program, is a long-term affair. It is not feasible to wait until the student is about to graduate and then think about placing him. Provision must be made early in the high school career for those students, yet unknown, who will possibly drop out. And so the high school placement program must begin with the freshman year and continue through graduation or until such time as the student leaves school. It is the duty of the high school to supply the placement and follow-up services needed by these young people.

II Placement Within the School

Defining placement as that service which helps students take the next step indicates that the school has a

responsibility for placing students within the school, as well as placing those who graduate or drop out.

In regard to this phase of placement, our first concern is placement in regular courses. Here our approach may be limited because of a small teaching staff and the necessity for meeting state requirements, but in spite of possible limitations, helpful plans should be made.

Usually ninth grade students take a required course in social science. This course can include a six-week study unit on educational and vocational information. It is desirable that the students begin thinking in terms of what they would like to do after graduation, even during this first year. During the second semester, the ninth grade students, aided by their parents and the counselor, will outline a course of study for the next three years. They should be provided with a booklet which describes all the courses, the requirements for graduation, and the general requirements for entrance to the college level. This will assist the students and their parents in selecting the tentative courses. Each student will then meet with his counselor for further consideration of his proposed plan of action. This conference will be specifically concerned with his program of study, but each year the interviews will take into consideration the possibility and advisability of changing his program. Naturally, the student's choice will be based mainly on his interests. The counselor must therefore, help him think in terms of *abilities*, *opportunities*, and *personality* as well as *interests*.

Placing the students in extracurricular activities is another concern of our guidance program. Here again, the local situation may place restrictions on a program. Because of limited staff, it might be the school policy to

have extracurricular activities after school. This would raise a transportation problem in some schools. There are cases where ninety per cent of the students ride the school bus and in such schools it would probably be advisable to set aside a weekly period in the regular school day for club meetings. Each teacher could sponsor one activity. A poll of the students' preferences could be taken to determine the types of activities desired. After this poll each teacher could select the activity which he felt best qualified to sponsor. The students would then participate in the activity of their choice. This plan has its shortcomings, but it provides a starting point. Of course it does not include the organized activities already in existence, such as athletics, music groups, journalism, F.F.A., and F.H.A.

At another high school, the placement in the curriculum is conducted in a number of ways. Before graduation time the eighth grade teacher, a member of the high school guidance staff, and the parent help the eighth grade student make his own choice of his high school freshman program. At the high school this can be changed at any time if it seems advisable. During the second semester in the freshman year the student, with the help of his teacher-counselor, draws up a tentative schedule for the next three years. Extracurricular activities are not planned in such detail, but counselors do encourage participation and the sponsors of the activities contact interested and prospective participants.

Students should be placed in activities which match their needs and abilities. This is a general rule which applies to grade, curricular and extracurricular activities, vocational placement, and choice of college or trade school.

III Placement in Further Educational Opportunities

Information concerning educational placement is too often limited to information concerning colleges and universities. It is important that students know about schools which train for stenography, beauty culture, photography, and other such occupations. A survey of these educational agencies should be conducted and the results made available to all students. It is important that the unreliable schools and training agencies be made known to the students so that they may avoid them. They should be informed of the great cost and slight value of some schools and some types of training. Information regarding correspondence schools should be given the students and they should learn how to use the public libraries for further information about these and the schools mentioned above. The bulk of this information can be given through group agencies, such as the homeroom, but a certain amount must also come through individual counseling with the student.

A great deal can be done for students who have definitely decided to go on to college. The college day affords some information. Many college catalogs and handbooks are available for study and most teachers have some knowledge of various institutions. The homeroom is an excellent place for initial preparation for choosing a college. Some topics for discussion might be: the small college versus the large university; should one join a fraternity or a sorority, and if so, how to choose the proper one; financial requirements for various schools; specific college requirements and supplementary college requirements; the difference between college teaching methods and high school teaching methods; how to be-

come adjusted in college; college social life; how to choose the proper courses leading to a definite goal; and many others. Colleges vary in many respects, and it is the duty of the guidance program to give as much of this information to the student as is possible before he gets to college. There are several publications which discuss college life. One that is particularly interesting to high school students is *College And You*, by Calvin S. Sifferd.

Some thought should be given to those students who are of college calibre but who may not have the financial means to continue their education. Information about scholarships, educational loans, and part-time jobs should be provided so that at least some of these students can avail themselves of the opportunity to go to college.

IV Vocational Placement

Placement can be defined as a service intended to help a pupil to the next step in his educational or personal program or to a job. It is the responsiblity of the school to aid pupils in proper placement. In order to do this job well, the placement director or senior counselor must understand the individual. He should have access to the student's cumulative record, which might include such information as his academic record, test results, an autobiography, records of home visits or conferences, records of interviews, questionnaires he has filled out, anecdotal records and the like. The records might include periodic ratings by faculty members on personal characteristics, such as responsibility, study or work habits, cooperation, social adjustment, personality, etc. Every student who is dropping out of school should be interviewed about his plans for the future. The individual's characteristics and his needs should be studied. No stu-

dent should be permitted to leave school without a terminal interview.

Helping a student enter and progress in an occupation is as important as helping him choose and prepare for an occupation. The two services should never be separated. If the program of placement is not carried through, the vocational guidance program remains unfinished.

The need for placement service comes when the student is leaving or has left school. This means that agencies other than the school may be involved in the process. This brings up the problem of who will be responsible for the administration of the program. All too often this leads to friction and the placement services compete and overlap. A community survey may indicate what agency is best qualified to perform this service in a given locality. The important thing is that all services be centralized in one office, with all agencies contributing their services to see that youth is served in the best possible manner. Who places students is not important so long as they are placed.

Whoever provides the service must see to it that the emphasis is on the individual rather than on the job. If it is at all possible, the agency should help the student find employment in the occupation for which he has trained or in a related occupation. If the first job fails to offer the desired opportunity, he should be given help in changing to another. If no employment is available, the student should receive counseling and further training in order that his interest and preparation will not be lost.

Sometimes the placement should be centralized in a non-school agency such as a state employment office. These agencies are able to deal with rapidly changing

placement problems because they are closely associated with other professional placement agencies. This would not relieve the high school of an important place in the service. Without cooperation from the high schools, the public placement offices would be very seriously handicapped. The school still must supply information about individual students; it must use the information furnished by the employment office in improving its vocational guidance program; and it must inform the students about the placement service and help them use this service in the most intelligent manner.

Other community clubs and agencies, such as Rotary, Lions, Y.M.C.A., Y.W.C.A., and C.Y.O., must also be convinced that they have a definite part in the program. Without their help and cooperation, additional overlapping of services may result and the program might not function as efficiently as it should.

When the central office has been established it should furnish information relative to jobs and should do the actual placement once an applicant is decided upon. The school has many duties in preparing the student for his occupation. The program of preparation should begin with the ninth grade and be carried on through the entire school career. It must begin early so that the drop-out will be prepared in some measure to enter into the serious business of making a living.

All students should be taught the general techniques of gaining employment. They should know the general facts about themselves and should learn how to discover information about opportunities. They should know about trade schools, correspondence schools, training courses in industrial concerns, business colleges, and the like. Much of this information can be given in the homeroom, but individual counseling should always be avail-

able to all students. Every opportunity should be utilized to serve the student as completely as possible.

V An Illustration of the Work of a Placement Counselor in a Large City

Miss Rose Collins of the Chicago Public Schools describes the program in her school.

The placement counselor has three career classes each day for juniors and seniors. Since most of the students go to work immediately after graduation, the administration is seriously considering offering this course to freshmen and sophomores. Many of the students work after school and on Saturdays. The placement counselor comes in contact with the freshmen and sophomores who want this type of employment. Students may come into the counseling office any time they need help in this direction. Placement counselors also attend all career assemblies and preview the vocational and occupational films that are available to the school.

A. The purposes of the placement service are stated as follows:

1. To counsel students leaving school
   a. Encouraging needy students to continue their schooling by after-school, vacation, and part-time work.
   b. Arranging conferences with students and parents of students who are dropping out because of adjustable difficulties.
2. To make job-getting a part of every student's training program.
3. To bring the school and the employer into close cooperation.
   a. Reducing waste on the part of employers and students by properly matching students and jobs.
   b. Creating good will toward the school on the part of the employer, youth and parents.
4. To serve as a clearing house for job problems of boys and girls.

The school also has the responsibility of assisting in the student's placement within the school. If he does not adjust well under the pressure of competing in highly academic subjects, his

adviser adjusts his program accordingly; and again, if a student decides to enroll in a part-time work program, the school assists him by arranging a shortened school-day program.

B. The career classes follow this outline of placement procedures:

1. Training and counseling in job-getting on such topics as:
   a. Sources of leads on job opportunities
   b. Best times to apply for a job
   c. Beginning jobs and salaries: skill and training needed
   d. Unions and membership
   e. Letters of application
   f. Personal conduct during the interview, with reference to:
      (1) Appearance
      (2) Clothes
      (3) Conduct in reception room
      (4) Conduct at information desk; whom to ask for
      (5) Filling out application blanks
      (6) Self-evaluation
   g. Dramatization of the interview; the right and wrong way. Each student has an opportunity to take the part of both employer and employee.
   h. Occasionally employers are invited to participate in the practice session and to tell the students which applicant they would hire and why, if the applications and vacancies were real. Some employers have subsequently hired students whom they discovered in such sessions. Some employers have held practice interviews in their own offices and then visited the classroom to comment on the good approaches and to suggest improvements in the poorer ones.

   Considerable accumulated information about local clerical occupations also is assembled by means of pupil interviews. By this method each commercial pupil interviews a worker in the clerical and business occupations each year. He types for the card file a report of duties, qualifications, and requirements, as given by the worker interviewed.

2. Arranging to secure credentials for full-time and vacation working papers such as:
   a. Birth certificate
   b. Parental consent; parent or guardian must sign papers in presence of school authority.
   c. Certificates of health
3. Interpreting students' part-time job experiences as a basis for making future vocational plans.
4. Maintaining placement records. Each student in the careers class is responsible for his placement record folder which contains this data:
   a. Student's name, address, telephone number
   b. Courses taken
   c. Types of skills
   d. Types of secondary abilities
   e. Faculty references for students
   f. Preference of work hours
   g. Preference of location of job
   h. Records of part-time jobs, reasons for leaving
5. Field trips to industrial plants in the community
   Telephone company
   Newspaper plants
   City hall, courts
   Hospitals
   Banking institutions
6. Planning career days
7. Securing and filing occupational information
8. Panel discussions on
   a. Educational implications of the job
   b. Promotional possibilities of the job
   c. Implications of the interview
   d. Work opportunities in the community
   e. Need for good employer-employee relationships
   f. Processing of forms for placement on the program
   g. Requirements of the job from the standpoint of the school and the employer
   h. Common problems arising from the job
   i. Adjustment problems of the beginning worker

j. Social security, unemployment deductions and income tax deductions
k. Budgeting of savings and expenditures
l. Budgeting of time
m. Job analysis as it relates to training needs
n. Business etiquette
o. Occupational information as it relates to the job.

C. The specific additional duties of the placement counselor are:

1. Recruiting and registering applicants. This includes keeping record of personal data, educational attainments, training, work history, and kinds of work desired. She refers to the placement record folders made in the careers class. This system is very helpful; the student sees himself as the employer does, his faults as well as his good qualities.

2. Classification of registrants according to the work they are qualified to do. Abilities are demonstrated by competence in the vocational courses and any part-time or try-out work. A cross-card index of names and types of jobs facilitates replies to employers.

3. Interviewing candidates. This involves finding out if the information given by the applicant agrees with the observations, recognizing personality traits and analyzing behavior. The interview is one of the most important techniques, as satisfactory placement service includes assisting the individual in making decisions and choices that will enable him to realize personal and intangible values. These include individual happiness, service to society, and the attainment of emotional adjustment and security.

4. Receiving employers' request. Special forms are used for recording information given by the employer when he gives the qualifications desired and requests the recommendation of several candidates.

5. Selection and referral of applicants. As the intermediary in bringing together those who seek work and those who seek workers, the placement service generally

gives the employer an opportunity to choose from two or more applicants. Likewise the student has the privilege of declining a particular job if he does not like the prospects. When the student is referred to the employer as a candidate for the position, the procedure includes helping him to make his application as effective as possible. Sometimes this means giving suggestions regarding personal appearance, manner of approach, practice in becoming proficient in the finer points of interviewing, writing effective letters of application, and other techniques of selling his abilities. The student is usually well prepared for this interview if he was a member of the careers class.

6. Sending recommendations, information, and credentials of several candidates to the employer. This includes recommending persons who seem best equipped for the job, after scrutinizing the general training and special fitness of the most likely applicants.
7. Utilization of special groups. This includes the study of capacities for special work and the solicitation of work opportunities for special groups, such as persons who are mentally or physically handicapped. In a few instances, when parents are not available, the counselor has accompanied the student for the first interview with an employer. She does not sit in on the interview but goes with the student to give him some assurance for this big event.
8. Verification of placements. This is the process of checking whether the applicant met the requirements and obtained the position.
9. Field work to make contacts with employers to solicit jobs, to interest employers in using the placement services, to keep informed on demands of employers and to interpret to them the qualifications of students who have been trained for specific kinds of work.
10. Keeping of records, reports, and statistical data. There are special forms for use as registration cards, reference blanks, employer orders, field work reports, introductions, referral cards, and follow-up procedures.

11. Follow-up with the employer. This is the process of determining the adequacy of the employee's skills and personality traits, and evaluating the service of the school.
12. Follow-up of the person placed. Investigations of the status of those who have left school have been very useful in revising curricula and formulating new policies.

VI The Follow-Up

Placement services alone cannot insure success. After leaving school the individual must be given any adjustment service that he needs. Some sort of follow-up is essential to the continuing success of the former student. The follow-up must reach the college student, industrial worker, trade school student, and the drop-out to be of full value to the school and to the individual.

Schools should be interested in determining what happens to drop-outs as well as to graduates. Information gathered may reveal lacks and strengths of the system. Data obtainable include the number of pupils pursuing further education, types and location of schools they are attending, occupational distribution, salaries, and training needed to secure the job, to mention only a few of the possibilities. By using this data the school can often modify the present curriculum to meet the changing needs.

Follow-ups give an opportunity to evaluate the effectiveness of the school curriculum, to appraise placement and guidance services, and to judge the effectiveness of the school system. The follow-up service should be a many-sided proposition. It should give continued help to graduates in making their adjustments even after they have left school. It should help all former students secure any additional training needed. Such a program

would aid public relations between the school, the individual, and the community. The follow-up information should be added to the cumulative data so that there is a continuing, growing record of the individual. Studies are often recommended at 1-3-5-10 years after each graduation date.

A superintendent of schools has said that there are five distinct values in a follow-up study. (1) It is a powerful motivator. It gives the individual a feeling of still belonging and of being worthwhile. (2) The results can be of great value to the school in evaluating its program. It may show weakness and strengths in the school. It may suggest changes in curriculum and guidance, or may show the wisdom of present policies. (3) School interest in former students helps gain the confidence of future employers. (4) The program gives the community a feeling of confidence in the school, the administration, faculty, student body, and graduates. (5) It is of worth to those still in school, especially if they take part in it.

There are other benefits, also. The placement officer may be able to help the maladjusted. The follow-up may show a greater need for occupational information along certain lines. It may discover fields for which no training has been offered, or it may show that too much stress is placed on certain skills. All these may lead to revision of the curriculum or guidance program, and thus to an improvement in the services the school can offer.

The follow-up may be conducted as a single service of the guidance program or it may be handled through departmental surveys. Regardless of the method employed, it is necessary that the results be evaluated, that everything possible be done to improve the program,

and that at least some of the results be made available to the student body. The follow-up is of little value unless the administration, counselors, placement agencies, and teachers strive to improve and perfect the program.

One school reports that it has used four methods to determine adjustment needs of its graduates and those who leave school prior to graduation. These are:

1. Reports of students and employers
2. Calls at places of employment
3. Planned group meetings
4. Individual conferences

Reports of Students and Employers

A questionnaire is sent to the employer at the end of the first three months of employment asking for information regarding the adequacy of the young worker's preparation, specific further preparation for skills needed, his attitudes, his relations with fellow workers, and his opportunities for advancement. At the same time a questionnaire is sent to the former student asking for a description of his duties; the features of the work he likes best; features he likes least; and further training, experience or skills which he considers desirable. He is also given an opportunity to say if he dislikes the job, and would appreciate further assistance. From his answers one can usually find ways of assisting him to envisage the promotional steps ahead that are consistent with his interests. A sample of a double postcard questionnaire follows.

Follow-Up Study Double Postcard

Your Name .... ( ) Married ( ) Single

Address

Street or R.F.D. City and State

What was your goal in high school? (Ex. college preparatory, business, shop, etc.)

What training have you had beyond high school?

How are you occupied? (Military service? Kind of work? What school?)

What type of course are you taking?

If employed, by whom?

What other jobs have you held?

Are you satisfied with your present job? Yes ( ) No ( )

If not, what type of job would you like?

Calls at Places of Employment

Because of the inconvenience to employers and the lack of time, visits to observe the worker and to make inquiries of their supervisors are not a common practice. A telephone call for follow-up information is usually sufficient. Personal calls are made if the worker is employed in a store, real-estate office, as a receptionist, or if a careers class makes a trip to his particular place of employment.

Planned Group Meetings

Some graduates return to school for counseling or social visits but most of them will not return unless they are invited. Each semester there are two planned group meetings for the graduates of the previous year. One is an open house program and the other is either a picnic or an unusual athletic event. These reunions provide an occasion to exchange reports of success, to have a friendly inter-play of ideas, and to visit with other class members. They also allow the school authorities to obtain much valuable information for the improvement of the placement service.

Individual Conferences

These conferences usually grow out of the meetings just described. When instructors see their former students, it is easier to discern some of the problems they face; their growth on the job; and their relationships to their work, their supervisors, and their co-workers. Subtle suggestions, given in a later individual conference, may aid them to see and prepare for future opportunities.

Continued interest in a person after he has left school gives that person a feeling of belonging and of being worthwhile. The school must show interest in its products if it is to win the respect of prospective employers. The follow-up program promotes community confidence in the entire school system as well as in the guidance service.

VII How A Principal Started An Organized Guidance Program

The principal of a small township high school in a mid-western state had been away at summer school. Or-

dinarily he took a trip during the month of July or spent a few weeks at a lake in a neighboring state. This summer, however, he attended the summer session at the state university. During the summer he took two courses in guidance and, after thinking the matter through, he reached the conclusion that some type of a guidance program should be started in his community. The township high school was a four-year institution with an enrollment of 200 pupils and had on its faculty twelve teachers plus the principal. It served a rural community about 75 miles from a large city. Seventy-five per cent of the students came from farm homes. Many of them, but not the majority, engaged in agricultural work after leaving high school.

The principal realized that in order to get a guidance program started, he must secure the interest and support of the faculty. The chances were that none of the teachers had reached the level of the principal's thinking in regard to guidance. His own conviction of the need for such a program, he attributed to his recent summer school work plus his observations over a period of years. Realizing that the teachers had not yet as a group recognized the need, the principal knew that he must first arouse in them an awareness of the problem. He felt certain that the vocational agriculture teacher and the home economics teacher were appreciative of the need and that they had made some beginnings in the direction of guidance through home visitation and other phases of the work of their respective departments.

As he considered ways of approaching the problem, the principal decided to make an inventory of those services which were carried on by the school which might have a guidance function, yet which often tended to be dissipated because of the lack of an organized program.

The school maintained a cumulative record system for each individual student. Each folder contained a record of the student's test scores, his health history, his family background, and extracurricular data. However, information concerning future plans, either vocational or educational, was conspicuously absent from the folder.

The high school had some of the basic elements of a testing program. The Otis Self-Administering Test of Mental Ability was given to all incoming freshmen. In the junior year the State High School testing program was followed and the Kuder Preference Record-Vocational was administered at the end of the junior year.

On the opposite side of the ledger the principal was forced to admit that little specific use was made of test results. There was no semblance of organized counseling; no attempt was made at either vocational or educational placement; and there was no follow-up. The principal decided that now was the time to try to do something about it.

A pre-school workshop of two days had been arranged to meet just before school opened in the fall. Although the agenda for the workshop had been prepared prior to the close of school in the previous spring, the principal decided to change the program slightly and spend a half day considering the need and exploring the possibilities for guidance. Accordingly, in a mid-August letter welcoming them back for the opening of school, the principal reminded the teachers of the workshop which was soon to convene. He included a paragraph on the question of providing guidance services and asked their reaction to his suggestion of spending a half day on this problem at the workshop. He asked the teachers to indicate what contributions they felt they had been making to guidance in their respective classes and ac-

tivities. Then he asked each teacher if he felt the guidance program was adequate and to indicate things which might be done to improve the services. To the vocational agriculture and home economics teachers he added a special note, particularly inviting their cooperation and support for the project.

As the replies came back the principal was pleased to observe that of the twelve teachers, eight held a definite opinion that the school needed a guidance program and that six of the eight had listed some suggestions for further consideration.

The principal opened the subject for discussion at the workshop session at the appointed time by telling the faculty of his own feeling of the need for a program of guidance services, giving a brief summary of some of his experiences in this area during the summer session at the university, and then throwing the subject open to a discussion of the whole group. He realized as the discussion progressed that the staff would be willing to tackle the problem. The next step was to organize a committee to study the situation and, if possible, to determine which guidance services could be inaugurated. He felt that this would constitute a good start and hoped that the committee would be able to prepare some recommendations within a six weeks' period.

During this time the guidance committee had some long and arduous sessions. A trip was arranged to a neighboring community where an organized program of guidance services had been inaugurated the year before. At the end of six weeks the committee submitted its report to a meeting of the entire faculty.

The committee indicated areas in which further study was needed and suggested the formation of a permanent guidance council to coordinate the program. The

committee also enumerated specific sub-committees whose individual functions would be to carry on activities in the areas and manner indicated:

1. To study the individual inventory which would include cumulative, office, counselor, anecdotal, and test records
2. To study occupational information and training opportunities in the local community
3. To consider the extracurricular and curricular activities, discovering the guidance implications therein
4. To promote home, school, and community relationships, and to interpret the school to the community and put the project on a cooperative basis.
5. To consider the possibilities for placement and follow-up
6. To develop a program of in-service training for themselves.

Since there were six committees, two people served on each committee. Although the committees were small, it was possible to prevent overlapping. The entire first semester of the school year was occupied with the various committee studies. Dates were arranged for preliminary reports and, as the work advanced, reports were filed with the Guidance Council which consisted of the high school principal and five teachers who were particularly anxious to work toward a coordinated program. Also included on the council was the principal of the local elementary school who had expressed an interest in the endeavor and who wished to have a part in working out the program. Temporarily, at least, the high school principal served as chairman of the Guidance Council.

The home, school, and community relationships committee had a stimulating task. It invited lay leaders of the community to meet with it in order to explain to them what the school was thinking of doing. Various organizations delegated representatives whose duties were to keep the community informed and render assistance in carrying out the school's program.

Time and space do not permit an analysis of the work of each committee. However, each report that was filed furnished a basic outline for a procedure in one of the phases of the guidance program. The combined reports were edited, mimeographed, and compiled in a pamphlet, which provided a broad comprehensive outline for the guidance program. The elements of the program included the individual inventory, occupational information and training opportunities, classroom and extracurricular activities, home, school, and community relationships, placement and follow-up, and in-service training for facilitating guidance services.

With the basis of a guidance program thus established, the paramount question was determining a point of departure. The Guidance Council thought that the logical place to start was with a survey of student problems and needs. Several types of survey blanks were studied, and the council even considered devising an original blank that would be especially suitable to the local situation. However, the one selected was that developed by the Institute of Counseling, Testing and Guidance, Michigan State College, East Lansing, Michigan.

After the problems had been defined through the use of the pupil survey, a program of services was worked out to help in the solution of these problems. The Guidance Council had been set up. The next step was to make some time available for individual counseling. Three

teachers were freed one class period per day to serve as teacher-counselors. One teacher handled freshmen, one seniors, and the third took sophomores and juniors.

With the appointment of counselors and the coordination of testing and counseling with the other activities, the guidance program got under way in an official fashion. The committee on inventory arranged an adequate pupil inventory for the cumulative record. Occupational information was made available. A continuous evaluation of the curriculum and co-curriculum was inaugurated. Plans for a follow-up study are proceeding and further plans for placement are being developed. Most important of all, a program of in-service training has been thoroughly worked out and put into operation. This includes:

1. A recognition of the in-service training already begun as a result of the committee work which has been carried on
2. Provision for summer school attendance for special guidance workers with part of their expenses paid by the Board of Education
3. A program of visits to industry and other agencies
4. Encouragement of all teachers to take at least one guidance course in their next on-campus summer session
5. Encouragement of attendance at extension courses which may be available in communities near at hand.

With the preparation the principal had made, it was possible to make considerable progress toward establishing an organized program of guidance services in a single year. The program appealed to students, teachers,

and parents. Community support was earnestly sought. Through careful planning, success was achieved and a successful program initiated. The school made a major step forward in the improvement of its entire educational program.

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